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Report on Public Instruction in the Hyderabad Assigned Districts 1872-73.

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Appendix B.

No. 3408 of 1874.

The publication of the Report by the Director of Public Instruction in the Hyderabad Assigned Districts for 1872-73 has been so long, though unavoidably postponed, that the Resident need hardly issue that record with any prefatory remarks of his own, as the educational progress of the twelve months reported on has been reviewed in his Administration Report of last August, and he has already had more than one opportunity of expressing his views as to the direction which future efforts of the Educational Department in Berar should take.

2. Speaking generally, Mr. Saunders regards with great satisfaction the reforms introduced by Mr. R. E. Candy during the period he officiated as Director of Public Instruction, and he trusts that the lines laid down by that officer, calculated as they are to insure the attainment of solid practical results, will be adhered to. Now that Mr. Candy has left the province it is a special gratification to the Resident to record his thanks to him for the useful work he did.

3. The increased and successful efforts put forth by the Deputy Educational Inspectors to remove the reproach they had incurred in Mr. LeeWarner's report for the previous year also deserve acknowledgment; and Mr. Saunders trusts that under Dr. Sinclair's supervision these intelligent officers will continue diligent in inspection and not relax their endeavours for the improvement especially of Lower Class schools.

4. A perusal of pages 162 to 172 of the Administration Report referred to above will show that the year there reviewed was one of satisfactory progress on the whole—progress which, though far from sufficient to warrant anything like boasting, is nevertheless largely due to the support and countenance given by the Civil officers of the Administration generally to the schools in the several districts.

(By order.)

G. H. TREVOR,

Offg. First Assistant Resident.

Dated Hyderabad Residency,
The 4th February 1874.

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REPORT

ON

PUBLIC INSTRUCTION

IN THE

HYDERABAD ASSIGNED DISTRICTS,

FOR

1872-73.

INTRODUCTION.

DR. SINCLAIR, the founder and head of the present department, has been on sick leave in Europe during the past year. During the month of April 1872, Mr. LeeWarner, Bombay Civil Service, continued to officiate as Director of Public Instruction, when he left to become the Private Secretary of His Excellency Sir Philip Wodehouse, Governor of Bombay. Mr. Scorgie, the head master of the Akolah High school, was then put in charge of the current duties of the office, which he discharged in so satisfactory a manner as to draw forth the commendation of the Resident. On June 24th I took charge of the office from Mr. Scorgie, and commenced work as Officiating Director of Public Instruction.

2. During three months, *viz.*, from 26th May to 25th August 1872, Mr. Mackintosh, Educational Inspector, East Berar, was away on privilege leave. Mr. Chimnaji Rajaram Pathak, Deputy Educational Inspector, Oomrawuttee district, carried on his duties in addition to his own. On 26th September 1872, Mr. Scorgie, head master of the Akolah High school, left Berar, and proceeded to Jeypore to take up the appointment of Principal of the school of Arts in that State. Mr. G. C. Aitken was then transferred on promotion to Akolah from Oomrawuttee, and Mr. Mackintosh, Educational Inspector, East Berar, was appointed head master Oomrawuttee High school. The office of Educational Inspector, East Berar, was then done away with. The office of Educational Inspector, West Berar, has also remained in abeyance during the past year. The Director of Public Instruction has therefore carried on the work of inspection and supervision without the aid of any European Educational Inspector. The departure of Mr. Scorgie cannot be allowed to pass without comment. He took charge of the Akolah High school on 12th November 1866, and during a course of 6 years discharged his duties conscientiously, zealously, and well. He gained the esteem alike of masters and pupils.

His work has borne fruit this year, in that 3 pupils from the Akolah High school have passed the Bombay matriculation examination.

3. The Deputy Educational Inspectors remain the same as last year, *viz.*:—

Mr. Shriram Bhikaji Jatâr, B. A., for Akolah district.
„ Chimnaji Rajaram Pathak, Oomrawuttee.
„ Balkrishna Laxuman Bapat, Buldanah.
„ Vinayek Ramchandra Bhatwadekar, B. A., Woon.
„ Bajaba Ramchandra Pradhan, Bassim.
„ Waman Ganesh Paranchpe, Ellichpur.

4. Amongst masters of the higher grades, a few changes have taken place. Mr. Narayan Waman, head master English-Marathi school, Julgaum, obtained the post of Chief Constable in Khandesh, and left the Educational Department. He was an excellent master, and his loss cannot easily be repaired. Mr. Waman Raghunath was transferred from Dewulghat to Julgaum, and Mr. Gangadhar Ramchandra of Ellichpur City was sent to Dewulghat. Mr. Shivram Raghunath, clerk in Director of Public Instruction's office, was sent to Ellichpur.

5. There has been one accession of strength to the Inspecting Staff in Mr. Mahamud Zahoor-oo-deen, Second Assistant master, Akolah High school. Perceiving that our Hindustani Middle Class and Lower Class schools were not prospering, and were comparatively neglected by our Brahmin Deputy Educational Inspectors, I suggested that a Mahomedan should be appointed Deputy Inspector of Mussalman schools only. This was modified by a suggestion of Mr. A. C. Lyall, Commissioner, West Berar, that such an Inspector should be appointed as a tentative measure for 4 months. Mr. Zahoor-oo-deen was selected, both because of his learning and because the attenuated condition of the Hindustani side, Akolah High school, did not require his services. He started on his tour on January 9th 1873. The results will be shown elsewhere in detail.

6. The Deputy Educational Inspectors took much to heart the censure which was passed upon them generally last year, and have worked hard to retrieve their position. Statistics given elsewhere will show what they have done. I consider that during the past year they have endeavored to do their duty with intelligence and zeal. I would here express my thanks to the several Deputy Commissioners for the cordial assistance which they have given me.

7. After the report made by Mr. LeeWarner, it became evident that changes were necessary. The policy which I should follow was pointed out in the concluding words of the Resident's review of the report which run as follows:—" It reveals, as you know, a task of reform committed to your care, in the performance of which the Officiating Resident trusts you will meet with the zealous co-operation of the District Officers, as well as of your own subordinates."

8. Changes have been effected in the working of the High schools: the annual competitive examination, hitherto a feature of the department, has been abolished; the system of awarding scholarships has been changed, and 3 scholarships of the value of 20 Rupees a month each, tenable for 3 years at either of the Arts' Colleges of the Bombay University, were founded; a Directory of the Berar Educational Department has been officially drawn up on the principle, and after the plan, laid down by Sir Alexander Grant for the Bombay Presidency; the Normal school has been reorganized, and a Berar Training College Code has been framed, New Marathi standards of study have been introduced; the system of depots has been modified; the education

of Dher boys has been fairly started; the preparation of the Educational Cess Budget punctually, and in a systematic manner, has been provided for by a set of rules.

9. Two important Returns also have been introduced. They are borrowed from the Educational Department of the Bombay Presidency, and are called Employment Return and School Inspection Return. The Employment Return is submitted monthly by each Deputy Educational Inspector through his Deputy Commissioner to the Director of Public Instruction, and shows where the Deputy Educational Inspector was each day; the number of miles travelled; the number of letters received and despatched; the schools inspected and examined, and any special work on which he was engaged. A School Inspection Return is submitted after an examination of any school by a Deputy Educational Inspector, and shows all required details. A Deputy Educational Inspector cannot fill up this return unless he has conducted a systematic examination of the school pupils and records.

10. Another year will show more fully whether the changes now effected are beneficial or not: but I think I am safe in saying the year under review has been one of progress.

ANNUAL STATISTICS.

11. The *expenditure* for the year 1872-73 has been from Imperial Funds, Educational Cess Fund; Municipal Funds; Town Funds, and Subscriptions. The details are as follows:—

Heads.	EXPENDITURE.																	
	Imperial Funds.			Local Funds.											Total.		
				Municipal Funds.			Educational Cess.			Town Fund.			Subscription.				
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Direction	19,447	10	0	...	...	...	...	...	...	...	...	...	...	...	...	(a)19,447	10	0
Inspection	22,588	9	9	...	...	...	...	...	...	...	...	...	...	...	...	(b)22,588	9	9
Higher class schools ..	22,377	3	3	...	...	...	...	...	...	...	...	...	...	...	...	(c)22,377	3	3
Middle do. do. ..	72,993	13	0	180	0	0	...	...	...	...	...	...	...	...	...	(c)73,173	13	0
Lower do. do. ...	60,769	12	5	...	...	...	31,672	14	2	249	0	0	...	...	...	(c)92,691	10	7
Female schools ...	4,433	7	1	2,717	10	10	...	...	..	1,295	12	3	704	0	9	(c) 9,150	14	8
Normal school ...	2,050	4	0	...	...	..	...	...	...	...	...	...	...	...	...	(c) 2,050	4	0
Aided schools ...	...	...	..	...	..	..	(e) 777	8	0	(d) 499	4	6	..	...	...	1,276	12	6
Scholarships ...	(f) 3,440	0	0	...	..	..	(g) 2,368	1	8	..	..	..	...	...	...	5,808	1	8
Book & prize allowance.	2,593	0	6	.			...	...	...	...	..	..	...	...	...	(h) 2,593	0	6
Government Book Depot.	5,056	2	9	...	...	...	...	...	...	...	...	...	...	...	...	(i) 5,056	2	9
Total...	2,15,749	14	9	2,897	10	10	34.318	7	10	2,044	0	6	704	0	9	2,56,214	2	8

(a.)—Consists of salary of the Director and his Establishment: travelling, contingent, and printing expenses and official postage.

(b.)—Consists of the salaries of the Educational Inspectors, Deputy Educational Inspectors, and their Establishments; their travelling and contingent expenses, office rent and official postage.

(c.)—Consists of the salaries of Masters and the contingent expenses of the Schools.

(d.)—Consists of grants-in-aid to Mission Schools at Akolah and Oomrawuttee.

(e.)—Grants-in-aid to Indigenous Schools.

(f.)—Consists of the Exhibitions and Vernacular Scholarships attached to the High Schools at Akolah and Oomrawuttee and of the University Scholarships.

(g.)—Scholarships attached to the Normal School.

(h.)—Consists of: (1) Rupees 993-8-0, for maps; (2) Rupees 115 on account of encouragement to Vernacular literature; (3) Rupees 484-8-6 for prizes to High school boys; (4) Rupees 1,000 for prizes to other Schools.

(i.)—Consists of the salary of the Curator and his Establishment; contingent expenses; and of Rupees 2,548-8-0 for the purchase of books for sale, which, according as it is realized, will be repaid to Government.

12. The expenditure of 1872-73, as compared with that of 1871-72, from the above sources was as follows:—

	1871-72.			1872-73.		
	Rs.	A.	P.	Rs.	A.	P.
Imperial Funds	1,96,471	12	6	2,15,749	14	9
Educational Cess	51,470	1	9	34,818	7	10
Municipal Funds	3,415	5	3	2,897	10	10
Town Funds	1,045	6	0	2,044	0	6
Subscriptions...	2,384	1	4	704	0	9
Total ...	2,54,786	10	10	2,56,214	2	8

The expenditure of 1872-73 was greater than that of 1871-72 by Rupees 1,427-7-10, but less than that of 1870-71 by Rupees 22,339-2-8.

13. The Budget Grant from Imperial Revenues for 1872-73 was Rupees 2,50,000. The expenditure during 1872-73 was Rupees 2,15,749-14-9. A saving of Rupees 34,250-1-3 was therefore effected. Details are as follows:—

Heads.	Budget grant for 1872-73.			Expenditure during 1872-73.			Savings.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Direction and its subsidiary charges ...	33,895	0	0	*19,447	10	0	14,447	6	0
Inspection do. ...	32,692	0	0	22,588	9	9	10,103	6	3
Higher class schools	23,592	0	0	22,377	3	3	1,214	12	9
Middle do.									
Lower do.	1,40,132	0	0	1,35,813	13	5	4,318	2	7
Normal school									
Grants-in-aid schools	4,630	0	0	4,433	7	1	196	8	11
Scholarships	3,560	0	0	3,440	0	0	120	0	0
Book and prize allowance	3,500	0	0	2,593	0	6	906	15	6
Government Book Depot	7,999	0	0	5,056	2	9	2,942	13	3
Total	2,50,000	0	0	2,15,749	14	9	34,250	1	3

*This does not include the amount of Rupees 550 on account of Stationery which is adjusted in the Office of the Deputy Accountant General.

14. The expenses during 1871-72 and 1872-73 under the several heads of expenditure and their percentages to the total expenditure were as follows:—

Heads.	1871-72.				1872-73.			
	Rs.	A	P.	Percentage.	Rs.	A.	P.	Percentage.
Direction	22,069	9	4	8·67	19,447	10	0	7·58
Inspection	24,284	5	11	9·56	22,588	9	9	8·82
Higher class schools	21,587	11	9	8·49	22,377	3	3	8·70
Middle do.	75,156	0	5	29·51	73,173	13	0	28·55
Lower do.	84,967	4	10	33·36	92,691	10	7	36·16
Female schools	9,557	12	0	3·75	9,150	14	8	3·56
Normal school	2,088	14	0	·75	2,050	4	0	.80
Aided schools	2,098	1	4	·82	1,276	12	6	·53
Scholarships	7,680	0	0	3·01	5,808	1	8	2·26
Book and prize allowance	2,681	14	3	1·06	2,593	0	6	1·07
Government Book Depot	2,615	1	0	1·02	5,056	2	9	1·97
Total ...	2,54,786	10	10	...	2,56,214	2	8	...

The decrease under direction is owing to the saving during May and June, and the pay of the Officiating Director of Public Instruction being less than that of the permanent holder of the appointment. Decrease under inspection is owing to the place of Educational Inspector, West Berar, being kept vacant and that of Educational Inspector, East Berar, being done away with. Decrease under scholarships is owing to vacancies in the Normal school.

Increase under the head of Book Depot is owing to the purchase of books of the value of Rupees 2,548-8-0, against 125 Rupees of last year.

15. The balance of the cess fund at the end of 1871-72, added to the amount collected during 1872-73, gives us the sum of Rupees 1,35,120-6-11. The charges which the cess has had to bear during 1872-73 amount to Rupees 67,391-3-7, which gives a gross balance of Rupees 67,729-3-4 in hand for 1873-74.

The sanctioned Cess Budget for 1873-74 gives us a total of Rupees 1,16,603 under the head of receipts, which includes the balance from 1872-73. The charges amount in the aggregate to Rupees 79,850; of this sum fixed charges amount to Rupees 50,896, *i. e.*, expenditure on Schoolmasters' pay and contingencies, contributions to Normal school scholarships, and grants-in-aid to village Indigenous schools. We close 1873-74 with an estimated balance of Rupees 36,753. We may therefore feel confident that the cess fund is competent to

meet gradually for some years to come the growing requirements of popular education and will also supply villages with suitable school-houses.

Receipts of Educational Cess.

Divisions.	West Berar.									East Berar.									Total.		
Districts.	Akolah.			Buldanah.			Bassim.			Oomrawuttee.			Woon.			Ellichpur.					
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Balance at close of 1871-72 ...	23,387	14	1	8,890	10	1	1,749	11	8	18,567	9	5	10,267	15	4	17,955	9	4	1,35,120	6	11
Amount collected during 1872-73 ...				11,383	8	6	6,069	6	3	19,668	11	9	5,727	12	4	11,451	10	2			
Grand Total...	23,387	14	1	20,274	2	7	7,819	1	11	38,236	5	2	15,995	11	8	29,407	3	6	1,35,120	6	11

Expenditure of Educational Cess.

Construction of School-houses ...	15,004	6	1	...	...	...	...	...	...	11,003	4	9	4,799	0	0	3,339	0	1	67,391	3	7
Repairs to School-houses ...				903	2	2	15	9	0	1,677	1	0	398	12	0	1,065	0	9			
Furniture				494	8	4	...	...	.	1,149	12	8	437	14	0	976	7	9			
School Establishment				7,409	5	8	2,676	1	6	9,053	13	0	3,046	6	1	2,651	2	8			
Miscellaneous				485	11	1	65	15	0	92	0	0	306	8	0	340	6	0			
Total ...	15,004	6	1	9,292	11	3	2,757	9	6	22,975	15	5	8,988	8	1	8,372	1	3	67,391	3	7
Balance at close of 1872-73 ...	8,383	8	0	10,981	7	4	5,061	8	5	15,260	5	9	7,007	3	7	21,035	2	3	67,729	3	4
Grand Total ...	23,387	14	1	20,274	2	7	7,819	1	11	38,236	5	2	15,995	11	8	29,407	3	6	1,35,120	6	11

Particulars under each head have not been received from the Akolah district.

16. The following table shows the expenditure which has been incurred in the construction of School-houses and repairs:—

Cost of School Buildings.

Division.	District.	Schools.	Imperial Fund.			Educational Cess.			Town Fund.			Total.			Commenced, carried on, or completed.	Description of work.
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.		
West Berar.	Akolah.	Sheagaum English-Marathi ...	...	...	...	...	...	...	...	...	...	3,861	0	0	In progress... ...	Original works.
		Balapore English-Marathi ...	...	...	...	...	...	...	...	...	...	840	0	0	Do.	Do.
		Boregaum Marathi	...	...	...	...	...	...	...	...	...	2,097	5	5	Completed	Do.
		Pathoor English-Marathi ...	...	...	...	...	...	...	...	...	...	2,113	11	5	Do.	Do.
		Tellara English-Marathi ...	...	...	...	...	...	...	...	...	...	496	3	1	Do.	Do.
		Total...	...	...	...	...	...	...	...	...	...	9,408	3	11		
	Buldanah.	Chicklee English-Marathi ...	1,284	8	3	...	...	...	...	...	...	1,284	8	3	Under progress ...	New work on standard plan No. III.
		Nandoora English-Marathi ...	...	...	...	103	4	0	...	...	...	103	4	0	Completed	Repairs.
		Dewulghat Hindustani-English.	...	...	...	3	12	10	...	...	...	3	12	10	Do.	Do.
		Cheygaum Marathi... ...	...	...	...	7	5	0	...	...	...	7	5	0	Do.	Do.
		Nandoora Hindustani ...	...	...	...	15	0	0	...	...	...	15	0	0	Do.	Do.
		Pimpulgaum Raja Hindustani. .	...	...	...	50	0	0	...	...	...	50	0	0	Do.	Do.
		Narwell Marathi	...	...	...	10	0	0	...	...	...	10	0	0	Do.	Do.
		Pimpligaum Marathi ...	...	...	...	25	0	0	...	...	...	25	0	0	Do.	Do.

Cost of School Buildings.—(Continued.)

Division.	District.	Schools.	Imperial Fund.			Educational Cess.			Town Fund.			Total.			Commenced, carried on, or completed.	Description of work.
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.		
West Berar.—(*Continued*)	Buldanah.—(*Continued*)	Lonar Marathi	...	..	.	25	0	0	...	..		25	0	0	Completed.	Repairs.
		Anjani Khoord Marathi ...	...	...	...	25	0	0	...	..	..	25	0	0	Do.	Do.
		Dewulgaum Sakoorsa Marathi	.	...	..	25	0	0	...	.		25	0	0	Do.	Do.
		Shelgaum Marathi ..	..	.	.. .	25	0	0	...	.....		25	0	0	Do.	Do.
		Anjani Boozroog Marathi ...	...	...	.	15	0	0	...	....		15	0	0	Do.	Do.
		Kullumbeshwar Marathi ...	..	...	.	15	0	0	...			15	0	0	Do.	Do.
		Janaphul Marathi ...	.	...	.	15	0	0	...	. .		15	0	0	Do.	Do.
		Ghatbori Marathi ...	..	...	. ....	25	0	0	...	.. ..		25	0	0	Do.	Do.
		Mulkapore Hindustani English	...	...	. ..	55	1	0	...	. ...		55	1	0	Do.	Do.
		Donegaum English-Marathi	...	...	... ..	25	0	0	...	.. ..		25	0	0	Do.	Do.
		Mulkapore Pangra Marathi	. .	...		4	0	0	.	.		4	0	0	Do.	Do.
		Futtekhelda Marathi ...	..	...	...	10	0	0	...	...		10	0	0	Do.	Do.
		Umrapore Marathi .	. .	...	... .	5	0	0	. .	. ..		5	0	0	Do.	Do.
		Chinchpore Marathi .	...	...	.. ...	25	.		.	..		25	....		Do.	Do.

WEST BERAR.—(*Continued.*)

BULDANAH.—(*Continued.*)

Esolee Marathi	...	...	...	10	0	0	...	...	10	0	0	Do.
Musrool Marathi	...	...	...	20	0	0	...	...	20	0	0	Do.
Sowna Marathi	...	...	...	10	0	0	...	...	10	0	0	Do.
Dewulgaum Raja English-Marathi	...	...	...	14	0	0	...	...	14	0	0	Do.
Dewulghat English-Marathi	...	...	...	29	13	4	...	...	29	13	4	Do.
Dewulghat Hindustani-English	...	...	...	40	0	0	...	...	40	0	0	Do.
Oondree Marathi	...	...	...	15	0	0	...	...	15	0	0	Do.
Saklee Marathi	...	...	...	6	0	0	...	...	6	0	0	Do.
Dewulghat Hindustani Female school	...	...	...	20	0	0	...	...	20	0	0	Do.
Shemba Marathi	...	...	...	10	0	0	...	...	10	0	0	Do.
Rohinkheid Marathi	...	...	...	12	0	0	...	...	12	0	0	Do.
Makodi Marathi	...	...	...	5	0	0	...	...	5	0	0	Do.
Sindkheid English-Marathi	...	...	...	50	0	0	...	...	50	0	0	Do.
Sindkheid Hindustani	...	...	...	10	0	0	...	...	10	0	0	Do.
Chandole Marathi	...	...	...	40	0	0	...	...	40	0	0	Do.
Chandole Hindustani	...	...	...	18	0	0	...	...	18	0	0	Do.
Chandoor Marathi	...	...	...	7	0	0	...	...	7	0	0	Do.
Neemgaum Marathi	...	...	...	4	14	0	...	...	4	14	0	Do.
Jeypoor Marathi	...	...	...	15	0	0	...	...	15	0	0	Do.
Budnair Bholji Marathi	...	...	...	8	0	0	...	...	8	0	0	Do.

Cost of School Buildings.—(Continued.)

Division.	District.	Schools.	Imperial Fund.			Educational Cess.			Town Fund.			Total.			Commenced, carried on, or completed.	Description of work.
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.		
West Berar.—(*Continued.*)	Buldanah.—(*Concluded.*)	Pimpulgaum Serai Marathi ...	...	...	..	20	0	0	...	...	...	20	0	0	Completed.	Repairs.
		Datala Marathi...	...	...	...	30	0	0	...	...	..	30	0	0	Do.	Do.
		Veranda to school-house at Saklee ...	...	...	...	...	...	.	46	0	0	46	0	0	Do.	Original Work.
		Veranda to school at Dhar ...	...	...	...	...	...	..	45	0	0	45	0	0	Do.	Do.
		Compound round the school at Bhadoola....	...	...	..	...	...	...	47	0	0	47	0	0	Do.	Do.
		Do. Hindustani school Pimpulgaum Raja	...	...	...	...	...	...	7	0	0	7	0	0	Do.	Do.
		Gondhanapoor Marathi	...		..	...	...	...	23	12	6	23	12	6	Under construction.	Do.
		Total...	1,284	8	3	903	2	2	167	12	6	2,355	6	11		
	Bassim.	Mungrool Peer Marathi	...	...	...	...	...	..	133	12	5	133	12	5	Completed.	Repairs.
		Shirpoor English-Marathi	...	...	...	...	...	...	6	0	0	6	0	0	Do.	Do.
		Rajoora Marathi	...	...	...	...	...	...	10	0	0	10	0	0	Do.	Do.
		Moap Marathi	...	...	...	...	...	...	5	0	0	5	0	0	Do.	Do.
		Katta Marathi	...	...	...	...	...	...	17	4	0	17	4	0	Do.	Do.
		Mallegaum Marathi	...	...	...	...	...	...	10	0	0	10	0	0	Do.	Do.

West Berar.—(*Continued*)	Bassim.—(*Continued.*)	Kowthal Marathi	...	...	...	...	...	...	10	0	0	10	0	0	Do.	Do
		Kinhi Marathi	...	...	...	...	...	...	17	7	0	17	7	0	Do.	Do.
		Kekat Oomra Marathi	...	...	...	...	...	...	12	0	0	12	0	0	Do.	Do.
		Pardi Marathi ..	...	...	...	...	...	...	10	0	0	10	0	0	Do.	Do.
		Kenwad Marathi	...	...	...	...	...	...	7	0	0	7	0	0	Do.	Do.
		Kalamba Mahali Marathi	...	...	...	...	...	...	15	0	0	15	0	0	Do.	Do.
		Bhur Marathi .	...	...	...	...	...	...	8	0	0	8	0	0	Do.	Do.
		Medsi Marathi ..	...	...	...	...	...	...	17	0	0	17	0	0	Do.	Do.
		Khadi Dhamni Marathi	...	...	...	...	...	...	12	0	0	12	0	0	Do.	Do.
		Tamsi Marathi .	...	...	...	...	...	...	15	0	0	15	0	0	Do.	Do.
		Goverdhan Marathi	...	...	...	...	...	...	10	0	0	10	0	0	Do.	Do.
		Mothegaum Marathi	...	...	...	...	...	...	5	0	0	5	0	0	Do.	Do.
		Poosud English-Marath.	...	...	...	...	...	...	22	0	0	22	0	0	Do.	Do.
		Oomerkheid English-Marathi	...	...	...	...	...	...	25	0	0	25	0	0	Do.	Do.
		Kanha Marathi .	...	...	...	...	...	...	10	0	0	10	0	0	Do.	Do.
		Bhojla Marathi	...	...	...	...	...	...	4	0	0	4	0	0	Do.	Do.
		Phulsaongi Marathi	...	...	...	...	...	...	5	0	0	5	0	0	Do.	Do.
		Morath Wakodi Marathi	...	...	...	...	...	...	8	0	0	8	0	0	Do.	Do.
		Kalgaum Mahagaum Marathi	...	...	...	...	...	...	5	0	0	5	0	0	Do.	Do.
		Chataree Marathi .	...	...	...	...	...	...	10	0	0	10	0	0	Do.	Do.

Cost of School Buildings.—(Continued.)

Division.	District.	Schools.	Imperial Fund.		Educational Cess.		Town Fund.		Total.		Commenced, carried on, or completed.	Description of work.
			Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.		
West Berar.—*(Concluded.)*	Basim.—*(Concluded.)*	Dhanki Marathi	...	...	...	...	10	0 0	10	0 0	Completed.	Repairs.
		Unsing Marathi.	...	...	...	...	10	0 0	10	0 0	Do.	Do.
		Hudi Marathi	...	...	...	...	10	0 0	10	0 0	Do.	Do.
		Sheloo Marathi	...	...	...	...	13	0 0	13	0 0	Do.	Do.
		Moolawa English-Marathi	...	...	...	...	30	0 0	30	0 0	Do.	Do.
		Tivli Marathi	...	...	...	...	8	0 0	8	0 0	Do.	Do.
		Total...	...	...	...	...	490	7 5	490	7 5		
East Berar.	Oomrawuttee	Completing the Mortizapore English-Marathi school house	...	...	695	7 9	...	...	695	7 9	Do.	Construction.
		Lonee Marathi school	...	...	1,632	1 2	..	.	1,632	1 2	Nearly completed.	Do.
		Tallegaum English-Marathi . .	...	...	1,632	1 2	...	..	1,632	1 2	Do.	Do.
		Ashtee Marathi...	...	...	1,632	1 2	...	.	1,632	1 2	Do.	Do.
		Warah Marathi...	...	...	9	0 0	...	...	9	0 0	Completed.	Repairs.
		Kamergaum Marathi	...	...	1,632	3 2	...	...	1,632	3 2	Nearly completed.	Construction.

East Berar.—(*Continued.*)	Oomrawuttee.—(*Continued.*)	Verul Marathi	...	...	1,632	3	2	...	...	1,632	3	2	Do.	Do.
		Warah Marathi... ...	...	...	1,632	3	2	...	...	1,632	3	2	Do.	Do.
		Constructing front part of the school house at Sendurjauna ...	...	...	66	0	0	..	...	66	0	0	Completed.	Do.
		Mungrool Dustgeer Marathi	...	..	150	0	0	.	...	150	0	0	Do.	Do.
		Tallegaum English-Marathi ..	...	..	299	0	0		.	299	0	0	Do	Do.
		Nandgaum Kazee Marathi...	..	..	16	0	0			16	0	0	Do.	Repairs.
		Budnair English-Marathi ...	....	...	50	0	0	...	...	50	0	0	Do.	Do.
		Tallegaum English-Marathi	...	...	38	8	0	..		38	8	0	Do.	Do.
		Mozeree Marathi	...	.	106	0	0	...	...	106	0	0	Do.	Do.
		Several schools in the Chandoor Talook..	...	...	182	0	0	...	...	182	0	0	Do.	Do.
		Do. Morsi Talook ...	.	...	242	13	0	...	.	242	13	0	Do.	Do.
		Do. Moortizapur Taluk.	...	..	131	4	0	...	..	134	4	0	Do.	Do.
		Do. Oomrawuttee Taluk.	...	...	151	0	0	...	...	151	0	0	Do.	Do.
		Oomrawuttee High school ..	...	...	6	10	0	...	...	6	10	0	Do.	Do.
		Kholapore Marathi school ..	...	..	126	0	0	...	.	126	0	0	Do	Do.
		Takerkheid Marathi school ..	...	.	40	0	0	..	..	40	0	0	Do.	Do.
		Unjengaum Baree Marathi	...	....	35	8	0	...	.....	35	8	0	Do.	Do.
		Hiverkheid Marathi ...	...	...	55	0	0	...	...	55	0	0	Do.	Do.
		Saikhed do. ...	...	...	23	2	0	...	...	23	2	0	Do.	Do.
		Sendurjana do. ..	...	...	9	0	0	..	...	9	0	0	Do.	Do.

Cost of School Buildings.—(Continued.)

Division.	District.	Schools.	Imperial Fund.			Educational Cess.			Town Fund.			Total.			Commenced, carried on, or completed.	Description of work.
			Rs	A.	P.	Rs	A.	P.	Rs.	A.	P.	Rs	A.	P		
East Berar—(*Continued.*)	Oomrawuttee.—(*Concluded*)	Umnair Marathi ..				35	0	0				35	0	0	Completed.	Repairs
		Rajoora do. ...				124	12	0				124	12	0	Do.	Do
		Warood do.				100	0	0				100	0	0	Do.	Do
		Umla do.				37	0	0				37	0	0	Do.	Do.
		Dhunuz do.				25	0	0				25	0	0	Do.	Do
		Karinja English-Marathi ..				23	8	0				23	8	0	Do.	Do
		Thoogaum Marathi				15	0	0				15	0	0	Do	Do
		Pallaskheid do.				66	0	0				66	0	0	Do	Do.
		Unjensingi do. ...				20	0	0				20	0	0	Do	Do.
		Total				12,680	5	9				12,680	5	9		
	Woon	Yeotmahal English-Marathi	3,000	0	0							3,000	0	0	In progress	New work on Standard plan.
		Digris English-Marathi ...				1,568	0	0				1,568	0	0	In course of completion.	Do.
		Rallegaum Marathi				1,435	0	0				1,435	0	0	Do	Do.
		Kotha do.				1,435	0	0				1,435	0	0	Do	Do
		Kallum do ...				250	0	0				250	0	0	Completed	New work.

East Berar.	Woon.	Gironly do.	...	...	...	50 0 0	...	50 0 0	Do.	Do.
		Manora do.	...	...	...	61 0 0	...	61 0 0	Do.	Do.
		Sawar do.	...	...	...	...	250 0 0	250 0 0	Do.	Do.
		Bhudgaum do.	...	...	...	...	200 0 0	200 0 0	Do.	Do.
		Woon Marathi Female	...	...	...	...	103 0 0	103 0 0	Do.	Do.
		Lohi Marathi ...	...	...	...	...	246 0 0	246 0 0	Do.	Do.
		Pahoor do.	...	...	...	...	185 0 0	185 0 0	Do.	Do.
		Bori do.	...	...	...	...	150 0 0	150 0 0	Do.	Do.
		Ookani do.		...	...	...	200 0 0	200 0 0	Do.	Repairs.
		Nababpoora do	...	...	...	...	16 0 0	16 0 0	Do.	Do.
		Sawar do.	...	...	...	...	7 8 0	7 8 0	Do.	Do.
		Gironli do.	...	...	...	...	110 0	110 0	Do.	Do.
		Zadgaum do.	...	...	...	...	7 0 0	7 0 0	Do.	Do.
		Kyree do.	...	...	...	...	6 0 0	6 0 0	Do.	Do.
		Digris English-Marathi	...	...	...	...	150 0 0	150 0 0	Do.	Do.
		Bhudgaum Marathi	...	...	...	...	50 0 0	50 0 0	Do.	Do.
		Yeotmahal English-Marathi	...	...	...	...	4 8 0	4 8 0	Do.	Do.
		Manorah Marathi	...	...	...	25 0 0	...	25 0 0	Do.	Do.
		Kallum do.	...	...	...	127 0 0	...	127 0 0	Do.	Do.
		School houses in Woon district	...	...	...	200 0 0	...	200 0 0	Do.	Do.

Cost of School Buildings.—(Continued.)

Division.	District.	Schools.	Imperial Fund.	Educational Cess.	Town Fund.	Total.	Commenced, carried on, or completed.	Description of work.
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		
East Berar.—*(Continued.)*	Woon—*(Concluded).*	Yeotmahal English-Marathi ...	... ...	46 12 0	... ...	46 12 0	Completed.	Cutting and removing grass from school compound.
		Total ...	3,000 0 0	5,197 12 0	1,576 10 0	9,774 6 0		
	Ellichpur.	Pathroat Marathi	... ...	125 0 0	... ...	125 0 0	Do.	A room added to the school house.
		Sindhi do.	... ...	125 0 0	... ...	125 0 0	Do.	A dhaba building.
		Boregaum Peith Marathi	... ...	250 0 0	...	250 0 0	Work in progress.	Schools according to standard plan approved by the Resident.
		Dhamangaum Marathi ...	... .	601 13 9	... ..	601 13 9		
		Soorji do. ...	... .	828 10 10	... ...	828 10 10		
		Gawhan do.	... ...	678 5 9	... ...	678 5 9		
		Yeodah do.	... .	499 13 9	... ...	499 13 9	Completed.	Dhaba building.
		Boregaum Peith Marathi						
		Dhamang Marathi	... .	8 0 0	.. ..	8 0 0	Do.	Digging trial pits on sites.
		Gawhan do.						
		Soorji Marathi...						

EAST BERAR.—(*Continued.*)

ELLICHPUR.—(*Continued.*)

Sign Boards for 3 Government schools in Ellichpur ...	8 4 0		8 4 0	Do.	
Ellichpur Cantonment English-Marathi...	198 15 9		198 15 9	Work completed.	Repairs.
Do. out-houses ...	112 0 0		112 0 0	Do	Do.
Badnair Gangai Marathi	14 8 0		14 8 0	Do	Do.
Darriapore English-Marathi ..	50 0 0		50 0 0	Do.	Do.
Sattegaum Marathi	16 0 0		16 0 0	Do.	Do.
Ellichpur Cantonment English-Marathi	24 0 0		24 0 0	Do.	Do.
Ellichpur City English-Marathi	223 0 0		223 0 0	Do.	Do.
Ellichpur Cantonment Female	6 12 0		6 12 0	Do.	Do.
Ellichpur Cantonment Hindustani	23 10 0		23 10 0	Do.	Do.
Shirusgaum Bund Marathi	27 12 0		27 12 0	Do.	Do.
Bablee English-Marathi	12 4 0		12 4 0	Do.	Do.
Boregaum Marathi	19 0 0		19 0 0	Do.	Do.
Ungengaum English-Marathi	62 8 0		62 8 0	Do.	Do.
Karusgaum Marathi	35 0 0		35 0 0	Do.	Do.
Ellichpur City school	22 0 0		22 0 0	Do.	Do.
Assadpoora Marathi	68 0 0		68 0 0	Do.	Do.
Pathroat Marathi...	18 8 0		18 8 0	Do.	Do.
Ellichpur City school	2 8 0		2 8 0	Do.	Bamboo matting.
Kakda Marathi	18 0 0		18 0 0	Completed.	Repairs.

Cost of School Building.—Concluded.

Division	District.	Schools.	Imperial Fund.			Educational Cess			Town Fund.			Total.			Commenced, carried on, or completed.	Description of Work.
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.		
East Berar—(*Concluded*)	Ellichpur.—(*Concluded*)	Ellichpur Cantonment schools	...	...		26	15	0	...	..		26	15	0	Completed.	Repairs
		Ellichpur City school	...	.	.	73	12	0	...	.	.	73	12	0	Do.	Do.
		Kallamkhar Marathi	...		...	125	0	0	...	.	..	125	0	0	Do.	Dhaba Building
		Dharni Marathi	.		...	10	0	0	. .		...	10	0	0	Do.	Repairs.
		Total ..	. .	.		4,404	0	10				4,404	0	10		
		Grand Total.	4,284	8	3	23,185	4	9	2,234	13	11	39,112	14	10		

I would here remark that unless some standard plans of school-houses, which will cost less money than those now in force, are adopted, the cess fund will not be able to meet the demand for new school-houses. Even the Imperial funds will not be able to bear the charges. Owing to the protests of Mr. Leo Warner and myself, the Educational Department has been relieved from accepting as a school-house the new building at Moortizapore, a town in the Oomrawuttee district, which has now been handed over to the civil authorities for a Tehseel Kutcherry. The building, now complete, has cost the educational cess Rupees 8,711-1-0. The valuation fixed by the Public Works Department, which we are to receive from Imperial Revenues, amounts to Rupees 6,147-0-0; hence the cess fund comes off a loser by Rupees 2,594-1-0. There was a grant from Imperial Revenues of Rupees 7,500 in 1872-73 for school buildings in East Berar. This sum, I regret to say, has lapsed, because no local funds other than educational cess (which can only be expended in villages) were available.

17. Operations were much hampered in 1872-73, because the cess budget was not finally sanctioned until October 1872. To prevent such a contingency in future, the following rules were drawn up for the preparation of the educational cess budget, and received the Resident's sanction:—

Rules.

"I. On the 1st of October the Deputy Commissioners should submit, through the Commissioners, a statement showing—

(1.)—The estimated balance at the close of the year preceding that for which the educational cess fund budget estimate is to be framed.

(2).—The estimated receipts of the year for which the budget is to be prepared.

(3.)—Names of villages where school-houses are required (the estimates and plans on which the school-houses are to be constructed should also be forwarded with the statement.)

(4.)—Names of villages, if any, where new schools require to be opened, and such other information regarding projects for which it is necessary to make provision in the budget.

A copy of the estimated balances should be sent to the Deputy Accountant General for verification.

II. On receipt of the information mentioned in Rule I. from the Commissioners, the Director should compile his educational cess budget, and then submit on or before the 10th of November the divisional cess budget to the Commissioner, who will request the Deputy Commissioners to incorporate the figures thus given by the Director in their district local fund budgets, as the Deputy Commissioner's local fund budget estimates are due in the Deputy Accountant General's office by end of November.

III. The Deputy Commissioners should on no account alter or change the figures so given without the consent of the Director, but it is very desirable that the Director and Deputy Commissioners should consult each other in all important or doubtful matters before the cess budget is finally framed by the Director.

IV. The Deputy Commissioners should on no account expend the educational cess money without due intimation being given to the Director of Public Instruction.

V. The Director should forward copy of the educational cess fund budget, prepared according to Rule II., to the Deputy Accountant General, for the sanction of the Resident, on or before the 15th of December. Ample time will thus be afforded for any Deputy Commissioner to state any objections which he may have to any of the figures given by the Director, and to effect changes in consultation with the Director."

18. The following table, particulars of which have been supplied by the Deputy Commissioners, shows that furniture has been supplied of the value of Rupees 4,092-11-9 :—

Division.	District.	Furniture supplied.								
		Educational Cess.			Town Fund.			Total.		
		Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
West Berar	Akolah	1,034	1	0	...	...	...	1,034	1	0
	Buldanah	494	8	4	...	...	...	494	8	4
	Bassim	...	...	...	...	...	...	...	...	...
East Berar.	Oomrawuttee	1,149	12	8	...	...	...	1,149	12	8
	Woon	437	14	0	...	...	...	437	14	0
	Ellichpur	976	7	9	...	...	...	976	7	9
	Total ...	4,092	11	9	...	...	...	4,092	11	9

School Fees.

19. The fees realized during the year amount to Rupees 13,582-5-9, which shows an increase over last year of Rupees 2,133-6-9.

Description of schools.	1866-67.			1867-68.			1868-69.			1869-70.			1870-71.			1871-72.			1872-73.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Higher Class ...	465	2	0	580	2	0	721	6	0	827	7	0	708	4	0	695	9	0	464	12	0
Middle „ ...	2,859	14	0	6,163	4	0	5,796	9	0	4,453	12	8	3,788	12	6	4,561	7	6	5,098	1	0
Lower „ ...	1,827	11	0	5,574	12	0	9,856	1	0	8,661	15	10	6,429	4	6	6,191	15	0	8,019	8	9
Total...	5,152	11	0	12,318	2	0	16,374	0	0	13,943	3	6	10,926	5	0	11,448	15	0	13,582	5	9

It is satisfactory to observe that the chief increase has occurred in the Lower Class schools. The decrease under the head High schools is due to the great falling off of pupils in these schools; and until our Middle Class schools perform their functions more satisfactorily, and annually supply the High schools with fresh alumni, the expenditure, as the establishments are at present constituted, will far exceed results.

20. Fines levied during the year amount to Rupees 138, against 30 Rupees of the previous year. This was owing, in a great measure, to an order which I passed in the case of several Middle Class school masters that until they could bring up boys to a Middle Class school standard they should draw reduced salaries. This order had a salutary effect.

21. The total receipts from fees, fines, and sale of books, amount to Rupees 13,110-15-6. These receipts are credited to Provincial revenues. Deduct-

ing these recoveries we have a net expenditure from Provincial or Imperial Revenue of Rupees 1,96,638-15-3:—

1872-73.	Receipts.			Expenditure from provincial revenue.		
	Rs.	A.	P.	Rs.	A.	P.
Fees	13,582	5	9	2,15,749	14	9
Fines	138	0	0			
Sale of books	5,390	9	9			
Total...	19,110	15	6	2,15,749	14	9
Deduct...				19,110	15	6
Net expenditure...				1,96,638	15	3

From a comparison with the net expenditure of 1871-72, we find an increase in 1872-73 of Rupees 18.586-0-4:—

1871-72.	Receipts.			Expenditure from provincial revenue.		
	Rs.	A.	P.	Rs.	A.	P.
Fees	11,448	15	6	1,96,471	12	6
Fines	30	0	0			
Sale of books	6,939	14	1			
Total...	18,418	13	7	1,96,471	12	6
Deduct...				18,418	13	7
Net Expenditure ...				1,78 052	14	11

INSPECTING OFFICERS.

22. As Mr. LeeWarner made his tour principally through the southern and south-eastern portion of Berar, I, on the other hand, have directed my attention to the north, north-eastern, and south-western portion of the province. During the monsoon I was engaged on work at Akolah and Oomrawuttee. In the month of November I travelled from Akolah through Dariapoor to Oomrawuttee, *i. e.*, along the north bank of the Poorna from west to east. In December I accompanied the Resident's camp from Oomrawuttee to Ellichpur; thence *via* Chikulda, Pathroat, and Unjungaum to Akote, and so back to Akolah. In January I visited Bassim district. In February I passed through Ballapoor, Khamgaon, Pimpulgaon Raja, Nandora, Mulkapore, Buldanah, Dewulghat, Chikli, Futtekhelda, Maiker and Donegaum, and so back *via* Pathoor to Akolah about the end of March.

23. I found the Middle Class schools in the Buldanah zillah much in need of the Director's supervision, as most of them had not been visited for 3 or 4 years. One at Donegaum had been visited once by the Reverend Mr. Aitken, but never before by the Director of Public Instruction. I have never had time to examine a school thoroughly class by class, but I have examined a great many boys, principally in the upper classes; and I have come to the conclusion that studies in most of our Middle Class schools are backward. There is a tendency also to neglect the lower classes and leave them too much to the junior assistants. I was particularly struck with this at Khamgaum. There I found the lowest class, consisting of about 70 boys, including one Dher, who sat by himself at the end of the room, committed to the care of the last Assistant—a young man on Rupees 15. The head master did not know the boys by name or sight, nor did he appear to interest himself at all in them. This tendency I hope to overcome. I hold that masters should take

a personal interest in their boys, and make them feel it a pleasure in coming to school, and a disgrace to play truant.

24. There was one European Inspector, Mr. Mackintosh, at the commencement of the year, but his post was abolished. The post of Educational Inspector, West Berar, was vacated by the death of Reverend Mr. Aitken in October 1870, and has not been filled up since. It is now proposed to create an Inspectorship for the whole of Berar on Rupees 750 a month.

Deputy Educational Inspectors.

25. The Deputy Educational Inspectors were so severely criticised and warned last year with regard to the quantity and quality of their inspection work that we turn with peculiar interest to see what has been done this year. It must be borne in mind that it is very easy for an Inspecting Officer to hurry through a talook, making superficial examinations of the schools; but if he examines a school patiently and thoroughly, really finding out the deficiencies of the pupils, he cannot proceed quickly. The inspection return which has been described in para. 9 necessitates a Deputy Educational Inspector making more careful examinations than was customary before. The Director of Public Instruction receives an account now of the status of every Middle Class, Lower Class, and Female school in the province. He is able to call for report on any point demanding enquiry, to award praise, censure and punishment where due, and to carry out reforms promptly. The following table gives details of the work done by the Deputy Educational Inspectors.—

	Schools	Deputy Educational Inspector, Akolah district.	Deputy Educational Inspector, Buldanah district.	Deputy Educational Inspector, Bassim district.	Deputy Educational Inspector, Oomrawuttee district	Deputy Educational Inspector, Woon district.	Deputy Educational Inspector, Ellichpur district.
Normal School Female Schools Lower Class. Middle Class.	Number of schools	13	12	7	7	5	6
	Do. inspected	13	12	7	7	5	6
	Do. not inspected	...	...	.	...	...	...
	Do. once inspected	4	1	..	..	. .	...
	Number of inspections	26	30	29	55	24	20
	Pupils examined	1,386	1,854	1,486	1,162	336	997
	Number of schools	80	62	50	65	32	37
	Do. inspected	80	62	50	65	32	33
	Do. not inspected	...	...	...	...	...	4
	Do. once inspected	45	8	1	...	1	9
	Number of inspections	117	156	114	143	71	64
	Pupils examined	2,512	2,987	1,948	3,648	870	1,582
	Number of schools	7	4	1	6	1	6
	Do. inspected	7	4	1	6	1	6
	Do. not inspected	...	...	...	. .	.	...
	Do. once inspected	1	...	...	..	...	..
	Number of inspections	17	10	12	40	2	16
	Pupils examined	253	266	130	277	23	248
	Number of schools	1	..	...	...	..	..
	Do. inspected	1	..	...	...	...	...
	Do. not inspected	..	..	...	...	...	...
	Do. once inspected	...	...	...	...	...	...
	Number of inspections	2	..	...	...	.	...
	Pupils examined	61	...	...	...	...	..
Total number of schools		101	78	58	78	38	49
Do. inspected		101	78	58	78	38	45
Do. not inspected		. .	..	...	.	.	4
Do. once inspected		50	9	1	.	1	9
Do. inspections		172	196	155	238	97	100
Do. pupils examined		4,212	5,107	3,564	5,087	1,229	2,827
Do. miles travelled		1,198	1,407	1,365	1,283	956	881

Besides this they have also inspected many Indigenous schools, and the Deputies of Akolah and Oomrawuttee districts have performed special duties. It is well to let each Deputy give an account of what he has done in his own words.

Deputy Educational Inspector, Akolah District

26. "All the schools in the Akolah district have been inspected by me thoroughly, and inspection reports in the proper form have been submitted on all the schools of the Middle and Lower classes, except the twenty schools which were opened only three months before the close of the official year under report, and the Hindustani school at Punchgavan which has been ordered to be closed. When I visited this school in January the master had closed it and gone to Akote. When I visited it again in February, it was without any pupil. The schools in Akolah were visited several times, and most of the Female schools: a greater number of the Middle Class schools and about half the number of the Lower Class schools were visited twice. The Akolah district has now 100 schools, which is by far the largest number in Berar. The amount of inspection and of office work which this circumstance involves will, I trust, be considered in estimating the quantity of work performed by the Deputy Educational Inspector of this district, whose office establishment is not larger than that of the Deputy Educational Inspector of the smallest district in the province.

I was employed on special duty on several occasions during the year under report. In July and September I assisted the Director of Public Instruction in conducting the examinations of the Normal school. I also examined in September a large number of Vaccinators under Dr. Abbott. In October the Deputy Educational Inspector was employed in assisting in the examination: (1) of the pupils of the Akolah High school; (2) of the candidates for entrance into the High school, and the candidates for Bombay Pleaderships in the sixth (Bombay) standard. All this work involved *viva voce* examinations and the examination of many papers. In November I was on privilege leave; and in my absence Mr. Waman Balaji Ozarkar, Head Clerk to the Director of Public Instruction, was put in charge of the office without being relieved of his own duties. He, however, conducted the district entrance examination of the Normal school. I was also laid up with an attack of fever for some days in December."

Deputy Educational Inspector, Oomrawuttee.

27. "During the year under report, no efforts were spared to inspect the schools as systematically, and as often as possible, under the heavy pressure of office work which always impeded my progress, and for the execution of which I had considerable difficulties. I travelled over a distance of 1283 miles, and inspected all the Middle and Lower Class schools twice. My first examination was a thorough and searching one, and the second was not so in some cases. I paid 55 visits to 7 Middle Class schools, 143 to 65 Lower Class schools and 40 to 8 Female schools, 2 of which were closed. Some schools were examined thrice. The total number of boys and girls examined during the year was 5,087. I visited the schools at the head-quarters as often as possible. Ever since the introduction of the system of submitting an inspection report on the examination of each school was introduced in October 1872, every school was reported to you through the Deputy Commissioner as it was once and twice examined.

For three months I was put in charge of the office of the Educational Inspector, East Berar, in addition to my duties.

I inspected most of the Indigenous schools twice.

While travelling in the district, I registered the past services of Government schoolmasters in the service books, lately issued under Section 69 Chapter XIV of the Civil Pension Code, so far as it was possible to do so."

Deputy Educational Inspector, Bassim District.

28. "It will be seen from the accompanying return of inspection that with the exception of one newly opened school at Pundal, which had only one visit, all the other schools were inspected more than once during the year. In the first six months of the year, the work of inspecting schools out of Bassim could be done only in the months of April and June. But during the latter half of the year I spent almost all of my time in visiting the schools in the district. The schools in Bassim itself were visited at least once a week whenever I was in head-quarters. But in the return no visit has been included when a school has not been visited to some purpose, such as examining the classes, arranging the course of study, seeing how the masters teach the classes, or teaching them myself."

Deputy Educational Inspector, Buldanah District.

29. "I beg to attach a statement marked D showing the inspection work performed by me during the year in question. I paid in all 196 visits to 78 schools, which gives 2·6 visits to each of the schools, and the pupils examined amount to 5,107. The distance travelled amounts to 1,407 miles. One Middle Class school and 8 Lower Class schools were only once inspected during the year. I am sorry I could not see these schools a second time before 1st April 1873. The schools once inspected are situated out of the way, and visits at any time, except during the fair season, are not practicable. Had I not been charged with the inspection of the Indigenous schools in the district, in addition, I could have completed a second trip all round. I visited 32 Indigenous schools which necessarily took some of my time, which, if applied to the Government schools, would have sufficed to complete the second trip to the remotest schools.

I beg to observe that I tried to perform, as much inspection work as it seemed to be practicable, with due regard to the thoroughness of it. The inspection work I have performed in connection with the Government and the Indigenous schools during the year in question may be taken as the maximum I can promise to perform under similar circumstances within a year.

The inspection of the past year has been of a searching character. According to the forms and instructions in force on the subject, every boy is required to be patiently examined in each subject of his studies. The results of every school were reported to the Director of Public Instruction for his information, the substance of the same being recorded in the school visitors' book, and a summary recorded in the diary book shown to the Deputy Commissioner as usual."

Deputy Educational Inspector, Ellichpur District.

30. "From the inspection return attached to this report and marked C. in the Appendix, it will be perceived that 100 schools were visited and 2,800 pupils examined by me during the year 1872-73. This gives an average of two visits paid by me to each school in the district. But it will also appear that four of the Lower Class schools were not inspected at all. Two of these are new schools: one

was opened on the 1st January, and the other on the 15th February 1873. The remaining two are the schools in the Melghat, which were visited and examined by me in March 1872. I intended to examine them in February 1873, when the roads are clear and over-grown grass is burned down by the inhabitants. I believe that officers in charge of Melghat generally go into the interior from the commencement of January. But while coming back from my tour towards Dariapoor, I was attacked with a strong fever at Unjungaum. I, however, came to my head-quarters, and found myself better. I again set out to inspect schools, and after having visited six of them was obliged to return; the troubles of the journey having renewed the fever. My medical adviser strongly persuaded me not to undertake a journey in the Ghat, as it was thought dangerous on my part to pursue a tour of inspection towards Kalamkhar and Dharni. The inspection return will also show that I travelled 881 miles during the year under review.

The mode of holding examination of pupils in the several schools was just the same as prescribed by you in the inspection return form. All the boys are strictly examined under each of the several heads of the standards, and the number of the successful students are marked out. The examinations are held in the presence of the teachers of the several classes, and the defects are there and then pointed out, both to the pupils and to the teachers, so that the pupils become more careful for the future. Though these examinations entail more labor and occupy more time, yet they give a correct idea of the progress of the school."

Deputy Educational Inspector, Woon District.

31. "During the year under report, all the schools were inspected by me twice. Three of them were visited three times, and two four times. From the accompanying inspection return you will observe that under column 'distance travelled' I have given 956 miles as the distance travelled by me during the course of one year, from which you will be able, I think, to form an idea of the Woon district being the largest of the six districts in respect of area."

32. So far as quantity goes, I think the Inspectors have, with few exceptions, done their utmost. Quality will improve with experience. The question of substituting a mileage rate for the daily travelling allowance was discussed during the past year and rejected.

33. Mr. Mahomed Zahurudin, deputed specially to examine Mahomedan schools, has not, I regret to say, up to this time submitted a connected report showing the results of his tour. He has not, however, been idle, but has examined 9 schools in the Akolah district, 2 in the Buldanah district, 9 in the Oomrawuttee district, 5 in the Ellichpur district, and 4 in the Woon district. He has sent a separate report on each school examined, and from these I gather that many masters of Mahomedan schools are very incompetent; that knowledge of arithmetic, history and geography in these schools is small; and that Deputy Educational Inspectors, having only colloquial knowledge of Urdu, cannot correct properly the rolls and registers which are written in Urdu. I am still of opinion that Mr. Mahomed Zahurudin's services will be of greater benefit if employed on inspection work than in teaching in the Akolah High school.

GOVERNMENT SCHOOLS.

34. The following table gives the number of Government Institutions of

all kinds, the cost of maintaining them from all sources, the attendance of pupils, and the monthly cost of each pupil:—

Description of Government schools.	Number of Institutions.	Number on the roll at the close of the year.	Average number of pupils on the rolls monthly.	Average number of pupils attending daily	Expenditure. Imperial Funds.		Expenditure. Local Funds. Municipal Fund.		Expenditure. Local Funds. Educational Cess.		Expenditure. Local Funds. Town Funds.		Expenditure. Local Funds. Subscriptions.		Expenditure. Total.		Monthly cost of educating each pupil. Total Cost.		Monthly cost of educating each pupil. Cost to Government.		Amount of Fees.		Average monthly fee per pupil.	
					Rs.	A P	Rs.	A P	Rs.	A P	Rs.	A P	Rs.	A P	Rs.	A P	R	A P	R	A P	Rs.	A P	R	A P
Higher Class	2	110	153	122	22,377	3 3	0	0 0	0	0 0	0	0 0	0	0 0	22,377	3 3	12	3 0	11	15 5	464	12 0	0	4 5
Middle Class	50	4,367	4,124	3,268	72,993	13 0	180	0 0	0	0 0	0	0 0	0	0 0	73,173	13 0	1	7 9	1	5 11	5,098	1 0	0	1 9
Lower Class	326	10,650	8,969	7,233	60,769	12 5	0	0 0	31,672	14 2	249	0 0	0	0 0	92,691	10 7	0	13 9	0	7 10	8,019	8 9	0	1 4
Female schools	25	723	678	457	4,433	7 1	2,717	10 10	0	0 0	1,295	12 0	704	0 9	9,150	14 8	1	1 4	0	8 5	0	0 0	0	0 0
Normal school ...	1	28	32	29	2,050	4 0	0	0 0	0	0 0	0	0 0	0	0 0	2,050	4 0	5	5 5	5	5 5	0	0 0	0	0 0
Total ...	404	15,878	13,956	11,109	1,62,624	7 9	2,897	10 10	31,672	14 2	1,544	12 0	704	0 9	1,99,443	13 6	1	3 1	0	14 3	13,582	5 9	0	1 4

35. By a comparison of the average number of pupils on the rolls monthly during the past and present year, and of the monthly cost of their education, it is found that 336 more pupils have received instruction in the present, than in the past year; whilst the average monthly cost of educating each pupil has also increased by 2 pies per head:—

During the year.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.
Average number of pupils on the rolls monthly	12,188	14,121	14,351	13,620	13,956
	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.	RS. A. P.
Average monthly cost of educating each pupil	1 3 3	1 3 0	1 2 9	1 2 11	1 3 1

36. A perusal of the following table, however, will show that this financial result has been produced by our High schools and Normal school only; whilst Lower Class education has been making excellent progress with increased economy. The cost per pupil in our High schools has increased from Rupees 8-15-2 in 1871-72 to Rupees 12-3-0 in 1872-73. Our Middle Class schools are reduced by two, yet show an increase of 196 pupils at the same cost per head as last year, *viz.* Rupees 1-7-9. Our Female schools are also reduced by two, yet show an increase of 17 pupils; whilst the cost of educating each pupil is less by anna 1-1 pie per head. The number of pupils in our Normal school this year is less by 36 than last; whilst the cost per pupil has risen from Rupees 2-1-6 to Rupees 5-5-5. Lower Class schools have increased by 64, with an increase of 2,089 pupils, yet the cost of educating each pupil is less than last year by 8 pies per head. During 1872-73 we find that the total cost of each pupil in our

High schools	...	Rupees	146	4 0
Middle Class schools	...	„	17	13 0
Lower do.	...	„	10	5 0
Female schools	...	„	13	0 0
Normal school	...	„	64	1 0

Years.	Higher Class					Middle Class.				Lower Class.				Female schools				Normal school.				Total.	
	Number of schools.	Number of pupils.	Cost.			Number of schools.	Number of pupils.	Cost.		Number of schools.	Number of pupils.	Cost.		Number of schools.	Number of pupils.	Cost.		Number of schools.	Number of pupils.	Cost.		Number of schools.	Number of pupils.
			Rs	A.	P.			Rs	A	P.		Rs	A.	P.			Rs	A.	P			Rs	A.	P.		
1868-69	2	197	8	2	11	44	3,444	1	9	10	266	7,955	0	13	11	23	611	1	4	0	..	.	.	.	335	12,207
1869-70 ..	2	217	7	6	3	44	3,747	1	8	10	267	10,148	0	14	8	25	694	1	1	4	1	56	2	5	8	339	14,862
1870-71	2	208	7	14	9	44	3,639	1	8	3	270	9,552	0	14	5	27	671	1	2	10	1	64	3	0	0	344	14,133
1871-72 ...	2	235	8	15	2	52	4,171	1	7	9	262	8,561	0	14	5	27	706	1	2	5	1	64	2	1	6	344	13,737
1872-73 .	2	110	12	3	0	50	4,367	1	7	9	326	10,650	0	13	9	25	723	1	1	4	1	28	5	5	5	404	15,878

37. Comparing the present with the past year, we find the number of High schools the same, Middle Class schools less by two, Lower Class schools increased by 64, Female schools decreased by two. In High schools the number of scholars has decreased by 125, in Middle Class schools the number has increased by 196, in Lower Class schools increased by 2,089, in Female schools increased by 17, while in the Normal school a decrease of 36 scholars has taken place. We have therefore, in 1872-73, a net increase of 60 schools with a net increase of 2,141 pupils:—

Description of schools.	1871-72.		1872-73.		Increase.		Decrease.	
	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.	No. of schools.	No. of scholars.
Higher Class schools	2	235	2	110	0	0	0	125
Middle Class schools ...	52	4,171	50	4,367	0	196	2	0
Lower Class schools	262	8,561	326	10,650	64	2,089	0	0
Female schools ..	27	706	25	723	0	17	2	0
Normal school ...	1	64	1	28	0	0	0	36
Total .	344	13,737	404	15,878	64	2,302	4	161

38. In 1872-73 the cost of Higher Class schools has increased by Rupees 789-7-6, the cost of Middle Class schools has decreased by Rupees 1,982-3-5, the cost of Lower Class schools has increased by Rupees 7,724-5-9, the cost of Female schools has decreased by Rupees 406-13-4, and that of the Normal school has decreased by Rupees 38-10-0. Details of expenditure of Rupees 92,691-10-7 on Lower Class schools in 1872-73, as compared with Rupees 84,967-4-10 in 1871-72, are as follows: In 1871-72 the Resident was pleased to give an additional grant of Rupees 25,000 from Imperial Revenues. Of the 188 Lower Class schools which were paid from the educational cess during 1871-72, 74 schools, with an annual cost of Rupees 22,454 were transferred to the Imperial revenues, leaving 114 schools, with an annual cost of Rupees 28,614, to be charged to the cess fund. This transfer took effect from March 1st 1872. There were then in 1871-72, 74 schools paid from Imperial funds at an annual sanctioned cost of Rupees 37,148, and 188 schools paid from educational cess at an annual sanctioned cost of Rupees 51,098. Whereas in 1872-73 we find 151 schools (including 1 new school) paid from Imperial funds at an annual sanctioned cost of Rupees 60,775, and 175 schools (including 61 new schools) paid from educational cess at an annual sanctioned cost of Rupees 40,265.

39. The following table gives the number of Brahmins, other Hindoos, *i. e.*, Koonbees, Malees, Rangarees, Dhers, &c. Mahomedans, and others, *i. e.*, Christians and Parsees, attending our schools. The attendance of Brahmins has fallen off in our High schools, and Female schools, but has increased considerably in our Middle Class and Lower Class schools. The large attendance of Mahomedans in our Lower Class and Female schools shows their increasing appreciation of education, whilst the marked diminution of numbers under Higher Class and Middle Class schools is due to departmental action, and not to any decrease of interest in higher education; they are not yet as a rule fit for it. It is to be noted, as a point of considerable interest, that under the head of other Hindoos are to be included 249 Dhers, against 18 of the previous year:—

Schools	Higher Class.				Middle Class.				Lower Class				Female schools.				Normal school.				Total			
31st March	1870.	1871.	1872.	1873.	1870.	1871.	1872.	1873.	1870.	1871.	1872.	1873.	1870.	1871.	1872.	1873.	1870.	1871.	1872.	1873.	1870.	1871.	1872.	1873.
Brahmins	148	126	116	78	1,362	1,284	1,299	1,339	1,533	1,379	1,284	1,442	126	117	112	99	26	26	23	15	3,195	2,932	2,839	2,973
Kunbees & other Hindoos	29	38	56	14	2,011	2,025	2,282	2,442	6,940	6,643	6,016	7,673	318	277	291	310	7	7	4	6	9,305	8,990	8,649	10,445
Mahomedans	29	39	60	14	352	322	580	554	1,633	1,510	1,255	1,516	250	277	298	314	23	31	37	7	2,287	2,179	2,230	2,405
Others	11	5	8	4	22	7	10	32	42	20	6	19	..	..	..	..	..	..	..	..	75	32	19	55
Total	217	208	235	110	3,747	3,638	4,171	4,367	10,148	9,552	8,561	10,650	694	671	706	723	56	64	64	28	14,862	14,133	13,737	15,878

40. The following table shows the percentage of pupils in each caste to the numerical strength of the caste and to the total population of Berar. It shows what an enormous field still lies open for primary education to occupy :—

Castes.	Population according to the Census of 1867.	Number of boys under instruction.	Percentage.
Brahmins	49,843	2,973	5·96
Other Hindoos	20,25,777	10,445	·52
Mahomedans	1,54,951	2,405	1·55
Others	994	55	5·53
Total ...	22,31,565	15,878	·71

Quality of studies

41. Having now seen the number of schools with the expenditure administered by the Educational Department, we must examine the nature of the instruction given, with its results. The following figures represent fairly, though not with perfect accuracy, the status of our schools at the time of examination, and not at the end of the year. We show separately Middle Class and Lower Class schools :—

MIDDLE CLASS SCHOOLS.

Standards	Number of pupils examined.	Number passed	Percentage of passed
I	833	330	39 6
II ..	451	183	40 5
III ..	378	174	47 8
IV	326	110	33 7
V. ..	251	85	33 8
VI.	127	35	27 5
VII	25	12	48
Total ...	2,391	929	38 85

The number of pupils in our Middle Class schools at the end of the year was 4,367.

It may therefore be calculated that when the Deputy Educational Inspectors examined the various Middle Class schools, there were about 1,500 boys either absent or unfit to be examined under Standard I. At the end of the year there were 665 boys learning English, 3,969 learning Marathi, 161 Sanskrit, and 395 Hindustani in these schools. We now turn to Lower Class schools, which were examined by the Deputy Educational Inspectors this year in a far more systematic manner than ever before. The results are as follows :—

Standards	Number of pupils examined	Number passed.	Percentage of passed.
I	2,326	809	34 8
II . .	1,021	517	50 5
III.	865	351	40 6
IV ..	545	198	36 3
V	52	16	30 8
Total	4,812	1,891	39 3

There were at the end of the year 10,650 pupils in our Lower Class schools, of whom 40 only were learning English, 9,389 Marathi, 3 Sanskrit, and 1,261 Hindustani. It is thus evident that Lower Class schoolmasters have been paying more attention to their own duties than heretofore and not attempting to usurp the functions of Middle Class schools. It is also clear that half the pupils in our Lower Class schools are only learning their A. B. C., and consequently unfit for examination under Standard I.

HIGH SCHOOLS.

42. We must expect the status of the High schools to be severely commented upon this year, when the large and expensive establishments of masters, compared with the small number of pupils on the roll, are considered. In para. 42 of his Report of 1871-72, Mr. LeeWarner wrote :—" The schools are

too apt to receive all comers and relax in that rigid exclusion of untrained boys, on which their success depends." This I found to be indeed the case, and at once applied myself to the task of reform. All little boys, whose proper place was in a Lower Class school, were at once sent away from the High schools. Standard VI. was fixed as the standard of admission. An entrance examination for each High school was held separately at which boys from Middle Class schools only, with those in the High schools who were studying Standard VI., were allowed to compete. All who failed were sent away. Every class in each High school is now pursuing an appropriate course of study. I give extracts from Mr. G. C. Aitken's report on the Akolah High school, which will show what has been done.

Change in the Head Mastership.

43. "Mr. Scorgie, who had been head master of this school from its commencement in November 1866, left Berar to take up the appointment of Principal of the School of Arts at Jeypore on the 26th of September last, and I came here and took charge on the following day.

Change in the policy, &c., of the school.

During the past year, the policy which had governed the management of the school, and the system on which its operations had been conducted in previous years, underwent a complete change. The effect has been to alter and, as I hope to show in this report, to raise the character of the school. It has also been to reduce the number on the roll, which at present falls short of any number we have ever had since the school was started. But whereas in former years such a decrease would have signified that the school was falling off, this year, on account of the changes alluded to, no such inference can fairly be drawn; and a perusal of this report will, I hope, leave no doubt that the school has, on the contrary, improved.

Substitution of entrance examinations for the annual competitive examinations.

A great improvement, as I venture to consider it, introduced into the system of the department, has been the substitution of entrance examinations at Akolah and Oomrawuttee, held strictly for the admission of pupils into the High schools, in place of the annual competitive examinations, held at one or other of the two places, of boys assembled from all parts of the province, and whose education came under almost every standard of the Middle Class school curriculum. The effect of it has been to dispel the delusion under which the masters of the Middle Class schools have hitherto laboured, *viz.*, that their schools are independent centres; and to open their eyes, for the first time, to the fact that their proper function in the scheme of education is to feed the High schools.

The annual competitive examinations.

The avowed object of the annual competitive examinations was to select pupils for entrance into the High schools, but it was always overlooked. Boys who did well in any one year, instead of joining the High schools returned with their masters to be sent to the following year's examination to keep up the credit of their schools, even after they had gone through the curriculum proper to a Middle Class school. It is fair, however, to mention that there was one circumstance connected with these examinations which must have tended to discourage the Middle Class schools, and that was that as the exhibitions were tenable for one year only, it was necessary to allow the pupils who held them in the High schools to compete for them annually, because had they been deprived of them they would have left the school which would have made any progress whatever impossible, as the school would have had to make a fresh start every year. The pupils of the Middle Class schools had, therefore, very little chance of gaining any exhibitions. Three or four did every year, but some of these even returned to their schools with their masters, instead of joining the High

schools. The reason invariably given by the masters for their pupils not joining the High schools was that the parents would not allow their boys to leave home to go and study in Akolah or Oomrawuttee. Though in some cases this objection on the part of the parents was, doubtless, real, yet in many others I believe with Mr. LeeWarner that it would have yielded to argument had the masters been ready to argue. But, as Mr. LeeWarner adds, they had a direct interest in keeping the boys in their schools. See para. 50 page 34 of report on Public Instruction for 1871-72. As I stated more than once in my letters and reports, when in charge of the Oomrawuttee High school, I do not suppose that the Middle Class schoolmasters ever believed that they would get any credit for sending boys to the High schools. They believed their path to favor and promotion lay in having a few well prepared boys at the annual competitive examinations. This is corroborated, I think, in the 42nd para. of Mr. LeeWarner's report, where he states that in some Middle Class schools which he visited the masters honestly informed him that this function of a Middle Class school *(viz.* feeding the High schools) had never entered into their minds. The theory of the competitive examinations was good, but, as they had no practical results, they did not benefit the High schools which had, consequently, to look for their supplies of pupils to the Middle Class schools in the towns of Akolah and Oomrawuttee, which was very much to the disadvantage of those institutions, as the consequent heavy demands upon them made it impossible for them ever to reach a standard of excellence commensurate with the strength and pay of their establishments. If I recollect rightly, after the last competitive examination held in 1871, not one of the boys of the Middle Class schools who had been present at the examination joined the Oomrawuttee High school.

With reference to para. 21 of the Resident's remarks on the 50th para. of Mr. LeeWarner's report, should you institute an inquiry to find out what grounds there were for Mr. LeeWarner's opinion, I would suggest that it would be as well to try to ascertain whether in the cases of those Middle Class school pupils who gained exhibitions at the competitive examinations, and refused them, their masters did not recompense them out of their own pockets in order to keep them in their schools. To a boy in his native town Rupees 2 or Rupees 2-8-0 would, I imagine, be a very sufficient equivalent for Rupees 5 at Akolah or Oomrawuttee.

Entrance examination.

Last October instead of the annual competitive examinations, an entrance examination was held here for the selection of pupils from the Middle Class schools in West Berar for entrance into this school. All the boys in the High school who had not completed Standard VII. were also examined, and those pupils whose studies were not so far advanced as Standard VI. were sent back to the Middle Class schools. We sent back no less than 22 boys, of whom 6 belonged to the Hindustani division. On the Marathi side, 15 pupils were examined, and two only passed; on the Hindustani side 6 were examined, and 4 passed. Sixty-two boys appeared from the Middle Class schools, and 42 passed, out of whom 25 have since joined this school; and of these 8 only hold exhibitions. This, I think, bears out the opinion which I have already given expression to that although it might have been true that, in some cases, parents refused to allow their children to leave home to go and study in Akolah or Oomrawuttee, yet, in many cases, the masters themselves would not allow their pupils to join the High schools.

The exhibitions attached to the school.

The change which has been made in the disposition of the exhibitions is one which, I think, will benefit the school. We have 8 exhibitions of Rupees 6 and 10 of Rupees 5. Formerly they were all annual, and competed for every year at the competitive examinations. Now the exhibitions of Rupees 5 each are triennial,

Two of them were awarded in October to boys belonging to this school, and the rest to the best boys who passed from the Middle Class schools. The exhibitions of Rupees 6 continue annual, and have been given to the most deserving boys who passed, in October, the examination of the school held by the Director of Public Instruction.

A holder of a triennial exhibition is liable to lose it if his conduct is not satisfactory, or if he fails to pass the yearly examination of his class held by the Director.

Inspection.

The first thorough inspection and examination of all the classes in the school in all the subjects taught was held by the Director of Public Instruction on the 8th of October. The results, it is to be regretted, were not very satisfactory. In class I., 7 out of 8 passed in all subjects. In class II. not one boy, strictly speaking, passed, as all failed in dictation. Dictation was, therefore, struck out of the list of subjects for that class, and 6 out of 17 passed. In class III. two only out of 12 passed. The examinations were wound up by a grand field-day, on which, in the presence of a large concourse of Europeans and natives, the boys of the High school and of the Middle Class schools contended, for the first time, with each other in running, jumping, and in feats of strength and agility. Rewards in money were given to the victors in the different contests.

Matriculation examination.

A set off against the bad work of the other classes was the success of the candidate class. Three of its pupils, Ganesh Shrikrishna, Krishnaji Malhar, and Govind Laxumon, passed the matriculation examination of the Bombay University in November. The first and second had appeared twice before, and the last once.

University Scholarships.

The Resident having been pleased to sanction, from the Berar revenues, the foundation of three scholarships of the value of Rupees 20 a month each, to be held for three years by students who, after passing the matriculation examination of the Bombay University from either of the Berar High schools, shall join either the Deccan or the Elphinstone College, with the view of obtaining a University degree, Ganesh Shrikrishna, having joined the Elphinstone College, and Krishnaji Malhar the Deccan College, have each obtained a scholarship tenable for three years of Rupees 20 a month. These scholarships, along with the ruling of the Resident that passing the matriculation examination is to be taken as a test for admission into the public service—to the appointments in which matriculated students should, *cæteris paribus*, have a prior claim, will, it is to be hoped, prove a sufficient inducement to our boys to continue their studies under us till they are ready to pass the matriculation examination. Hitherto it has been very difficult to get them to do so. They would remain with us till they found that they were able to make Rupees 15 or 20, and then they would leave without giving us any notice of their intentions. We have been disheartened, time after time, by losing good pupils when we were looking forward to their bringing us credit.

The contemporaries in the Oomrawuttee High school of the three boys who passed the matriculation examination from this school in November left in 1871. Stronger influences were available here than any I had it in my power to bring to bear upon my pupils in Oomrawuttee. Accordingly, the three who went from here to Bombay and passed last year were, after their failures in 1870 and 1871, persuaded, though I believe with much difficulty, to remain in the school, and their perseverance had its reward.

The Hindustani side.

On the 30th of September the Hindustani side consisted of 22 pupils. Of these, 6 were not able to pass the entrance examination, and were sent back to the Middle Class schools; and their places were not filled by new comers, as none of the pupils who appeared from the Hindustani Middle Class schools succeeded in passing the entrance examination. It has, therefore, been thought advisable to do away with the Hindustani side as a distinct branch of the school. Its pupils will henceforth carry on their English studies along with the Hindu boys; and in Urdu and Persian they will be instructed by the Hindustani master, while the Hindus are engaged with Marathi.

Standards of study.

On the 1st of December new standards of study were brought into use in the room of the old ones, which had been found unsatisfactory. When I was in charge of the Oomrawuttee High school, I found it impossible to regulate the studies of the different classes strictly in accordance with the old standards. For example, I found in the higher standards that the mathematical studies were more than any boy whose English had only reached the length specified could manage. I had, therefore, to regulate the studies of each class according to two standards. In the new standards the studies are more evenly balanced. Moreover, there was formerly no special set of standards for the High schools. There were only nine standards in all, and between the 9th and the matriculation standard there might have been, I think I may safely say, three standards. As the Middle Class schoolmasters were not prevented by any rule, that I know of, from teaching their pupils up to the 9th standard, and as they did not, except at Akolah and Oomrawuttee, supply the High schools, we were obliged to admit boys who could not have passed an examination in the 5th standard. Consequently the 9th standard was the standard of the 2nd class, instead of being, as it ought to have been, that of the 4th class, allowing that the 8th should, after the first three years, have been the standard of admission. I find it was the same in this school. The result was that in the first class the boys had to study for two years before they could be said to have reached the matriculation standard, which, of course, required another year. They consequently wanted the stimulus to renewed efforts, which yearly promotion from class to class gives; and to keep their energies from flagging was sometimes no easy task for their masters. An intelligent hard working pupil should not be more than one year in the same class. The new standards, including the matriculation standard, are 11 in number. No. 7, the English studies of which are in advance of those prescribed under the 8th, and somewhat behind those of the 9th, of the old standards, must be passed in future by the Middle Class school pupils before they can be admitted into the High schools. Numbers 8, 9, 10, 11, are the High school standards, and present a regular gradation, enabling our pupils to progress year by year from class to class. We will, therefore, be able to carry on the teaching of all the classes in the school in a more systematic manner in future than we have been able to do hitherto; which, it is to be hoped, will lead to greater success.

In conformity with the new standards, new programmes of study have been made out for the different classes and hung up in the class rooms Table B. in the Appendix shows the number of pupils studying under each standard on the 31st ultimo.

The Scholarships of Rupees 10.

There are six scholarships of Rupees 10 each attached to this school, 4 to be held by Hindus and 2 by Mahomedans. These scholarships are tenable for one year from the

1st of December to the 30th of November, and, with the four attached on similar conditions to the Oomrawuttee High school, used to be competed for in a stiff examination in Marathi and Urdu grammar and literature by the boys who passed the annual competitive examination; and were awarded to the first 10 boys in the order of merit. Last January, in order to appoint the Marathi scholars for the current year, it was decided to hold a stiff paper examination in Marathi grammar and literature in each of the two High schools. The examination in this school was conducted by Mr. Shriram Bhikaji, the Deputy Educational Inspector of this district, and Mr. Vishnu Moreshwar, my first assistant, and one-third of the total number of marks allotted to each paper was the minimum required for passing. The best Marathi scholars in the school only were allowed to compete, and two only passed. A similar examination of the Mahomedan boys in Urdu grammar and literature was held in February, and one boy only obtained a scholarship. Consequently three scholarships lapse this year.

Attendance.

One result of the subversion, within the last six months, of our former policy and system, has been a diminished attendance. The average monthly attendance during the first half of the year was 98·8, and the average daily attendance was 76·95. During the last six months the former was 64 and the latter 51·5. For the whole year the average monthly attendance was 81·5, and the average daily attendance was 63·7. The average age of the pupils was 16. The number on the roll on the 30th of September was 84 and on the 31st ultimo it was 66. The roll at the beginning of the year was 115, so that altogether there has been a decrease of 49. A total of 114 left, of whom 59 went away during the first six months, and of these, 19 left during the vacation. Fifty-five boys left during the last six months, of whom 22 were sent back to the Middle Class schools on account of their not being able to pass the entrance examination; and three passed the matriculation examination of the Bombay University. The total number admitted during the year was 65, of whom 9 joined from schools in Berar between 1st April and 30th September; and 25 passed the entrance examination in October. The rest, with the exception of 11, came from schools outside the province, see table D. I have asked my assistants if they can assign any special reason for so large a number of boys as 59 having left the school in the first six months; and they say they cannot. I suppose, therefore, that the decrease in the first half of the year, startling though it appears, is not attributable to any particular cause, but is owing to a number of trifling causes which sometimes will combine and crowd together in the most unaccountable manner to defeat our best efforts and upset our plans and hopes; and which cannot be met, or provided against, as they cannot be foreseen. In the Oomrawuttee High school I have seen the attendance during the first half of one year very good, and during the other half very bad, and the next year exactly the reverse. The number of boys admitted in the past year falls far short of that of previous years. The cause, doubtless, was the greater amount of knowledge required for entrance. The result is that although the number on the roll is now considerably smaller than it ever was before, yet all the boys are *bond fide* High school pupils, which formerly a very large number of them were not."

44. The Oomrawuttee High school has been for six months under the management of Mr. Mackintosh. I have adopted the same policy with regard to it as the Akolah High school. The result has been an immense decrease in members. No less than 45 boys were discarded during the year as unfit for the High school course; but, on the other hand, we have increased efficiency of teaching, as the masters have no longer to fritter away their energies on incompetent pupils.

45. I give below the list of successful candidates at the Akolah High school entrance examination :—

No.	Names.	School.
	MARATHI SIDE.	
1	Nagorao Wassudev	Hewerkheid English-Marathi.
2	Dattu Nagesh	Julgaum do.
3	Gopal Bapuji	Akote do.
4	Mukund Yeshwant	Balapore peith do.
5	Balkrishna Raghunath	Akote do.
6	Ganesh Vishnu	Julgaum do.
7	Laxumon Vishambhar	Do. do.
8	Chundulal Rupchund	Mulkapore do.
9	Balkrishna Balvant	Bassim do.
10	Rajaram Laxumon	Rissoad do.
11	Wassudev Ramchundra	Khamgaum do.
12	Balkrishna Malhar	Akolah High school
13	Balkrishna Narayen	Akolah city English-Marathi.
14	Sayana Chinu	Khamgaum do.
15	Gopal Govind	Pimpulgaum Raja do.
16	Narsoo Pandurang	Do. do.
17	Mahadeo Balirum	Donegaum do.
18	Balkrishna Ramji	Balapur peith English-Marathi.
19	Waman Hari	Mulkapore do.
20	Keshav Krishna...	Do. do.
21	Keshav Waman...	Akolah city do.
22	Narayen Babhutsing	Akote do.
23	Pandurang Sonbhut	Balapore fort do.
24	Narayen Laxumon	Balapore peith do.
25	Hari Abaji	Akote do.
26	Ganesh Ramchandra	Akolah High school.
27	Wasudeo Sonbhut	Balapore fort English-Marathi.
28	Munir Mahomed	Mulkapore do.
29	Martand Waman	Do. do.
30	Govind Rangu	Bassim do.
31	Gopal Anandrao	Balapore do.
32	Waman Pandurang	Bassim do.
33	Ganput Hanmant	Akote do.
34	Narayen Waman	Julgaum do.
35	Balwant Krishna	Hiwerkheid do.
36	Gopal Laxumon	Buldanah do.
37	Narayen Waman	Mulkapore do.
38	Krishnaji Ramchandra	Do. do.
39	Damodar Pandurang	Bassim do.
40	Vishnu Ranganath	Mulkapore do.
41	Balaji Krishna	Mulkapore do.
42	Ramchundra Maroti	Sheagaum do.
43	Ganpat Nagorao	Mulkapore do.
44	Kashinath Shankar	Bassim do.
	HINDUSTANI SIDE.	
1	Meer Taffuzal Hussain	Akolah High school.
2	Syed Hussain	Do.
3	Kaziuddin	Do.
4	Noor Jamal	Do.

The following exhibitions were awarded:—

Tenable for one year.

		Rs.
1.	Dhondee Balkrishna, Akolah High school	6
2.	Khandu Shamrao, do.	6
3.	Hari Ramchandra, do.	6
4.	Venkat Krishna, do.	6
5.	Pandurang Sakharam, do.	6
6.	Hanumant Vireshwar, do.	6
7.	Shaik Manir, do.	6
8.	Ameer Khan, do.	6

Tenable for three years.

		Rs.
1.	Ramchandra Govind, Akolah High school	5
2.	Balkrishna Waman, do.	5
3.	Nagorao Wasudeo, Hiwerkheid English-Marathi	5
4.	Dattu Nagesh, Julgaum do.	5
5.	Gopal Bapuji, Akote English-Marathi	5
6.	Mukund Yeshwant, Balapore peith do.	5
7.	Chandulal Rupchanda, Mulkapore do.	5
8.	Balkrishna Balvant, Bassim do.	5
9.	Wessudoo Ramchundra, Khamgaum do.	5
10.	Meer Tuffuzal Husain, Akolah High school	5

The following is the list of successful candidates at the Oomrawuttee High school entrance examination:—

No.	Names.	School.
	Marathi side.	
1	Gopal Balkrishna	Tallegaum English-Marathi.
2	Waman Vinayek	Mortizapore do.
3	Ambadas Ranji	Oomrawuttee do.
4	Dinker Ganesh	Oomrawuttee High school.
5	Vithal Sakharam	Oomrawuttee English-Marathi.
6	Nago Wassudeo	Morsee do.
7	Moro Narhar	Oomrawuttee High school.
8	Bhow Anundrao	Oomrawuttee do.
9	Moro Wishwanath	Ellichpur Cantonment English-Marathi.
10	Vinayek Ganesh	Darwa do.
11	Shridhar Gopal	Ellichpur Cantonment do.
12	Chintamon Vishnu	Ellichpur do. do.
13	Narain Mukund	Oomrawuttee do.
14	Jayakrishna Narayen	Tellogaum do.
15	Keshav Narhar	Oomrawuttee High school.
16	Girdhar Govind	Mortizapore English-Marathi.
17	Gopal Dhondeo	Ellichpur Cantonment do.
18	Narayen Amrit	Oomrawuttee High school.
19	Damodar Ramrao	Oomrawuttee English-Marathi.
20	Harischandra Balwant	Darwa do.

The following exhibitions were awarded:—

Tenable for one year.

			Rs.
1.	Govind Narayen Chikate,	Oomrawuttee High school	6
2.	Damoder Janardan,	do.	6
3.	Govind Narayen Budruk,	do.	6
4.	Vithul Narayen,	do.	6
5.	Chuni Ishwardass,	do.	6
6.	Jago Laxman,	do.	6
7.	Dinker Ganesh,	do.	6

Tenable for three years.

			Rs.
1.	Venket Krishna,	Oomrawuttee High school	5
2.	Syed Kassim,	do.	5
3.	Gopal Balkrishna,	Tallegaum English-Marathi ...	5
4.	Waman Vinayek,	Mortizapore do.	5
5.	Ambadass Ramji,	Oomrawuttee do.	5
6.	Nago Wasudeo,	Morsee do.	5
7.	Moro Wishwanath,	Ellichpur Cantonment English-Marathi ...	5
8.	Shridhar Gopal,	do.	5
9.	Chintamon Vishnu,	do.	5
10.	Vinayek Ganesh,	Darwa do.	5

46. With much satisfaction we are able to record that during the past year three pupils from the Akolah High school passed the Bombay University matriculation examination, of whom one has joined the Deccan College, Poona, and another Elphinstone, College Bombay; the 3rd has taken Government employ.

Candidates for the Public Services.

47. The attraction which the public service holds out to pupils in our High and Middle Class schools has in one way a bad effect, as many lads are induced to leave before they have obtained a really good education, and, thus, by their incompetency bring discredit on the Educational Department. This, however, cannot be helped so long as officers give places to raw youths who do not possess certificates of fitness granted by this department. The following is the list of pupils who obtained employment in the public service from the High schools during 1872-73:—

Names.	Schools.	Situation.	Department.
Narain Laxumon ...	Akolah High school	Schoolmaster..	Educational Dopartment, Berar.
Gangadhar Kavji ...	do, ...	do, ...	do.
Govind Laxumon ...	do. ...	Clerk ...	Deputy Commissioner's Office.
Kashinath Yadeo ...	do. ..	do. ...	Educational Department, Berar.
Sadaseo Narayen ...	do. ..	Karkoon ...	Judicial do.
Krishnaji Ballal ...	do. ...	Schoolmaster..	Educational do.
Ambaji Bhagvant ...	do. ...	do.. ...	do.
Govind Rango ..	do. ...	Vaccinator ...	Vaccination do.
Mukund Ganesh ...	Oomrawuttee High school ...	Carkoon ...	Tehsil Kutcherry, Mulkapore.
Baliram Shitaram ..	do. ...	Patel ...	Revenue Department, Berar.
Govind Kanoje ..	do. ..	Timekeeper...	Engineering do.
Subrao Ramswamy ...	do. ..	Clerk ...	Commissioner's Office.

48. In framing the new Marathi standards of study I have proposed that an annual examination at the head-quarters of each district shall be held of all persons anxious to obtain Government employment; Stand-

ard VI. to be the test for the lower grades and Standard IX. for the higher grades of the service. Certificates entitled 1st Class and 2nd Class should be granted to those who pass, respectively, Standard IX. and Standard VI.: and in the filling up of vacancies in Government employ preference should *cæteris paribus* invariably be given to the candidate who holds a certificate. I have been watching the working of the new standards, and gaining experience prior to submitting for the Resident's sanction a concise scheme embracing the suggestions made above. This I hope to do during the monsoon, taking for a model the system laid down by the Bombay Government in their resolution No. 2,002 of 17th April 1871.

MIDDLE CLASS SCHOOLS.

49. There were at the commencement of the year under review 52 Middle Class schools; of these Oomrawuttee No. II. and Maikur Hindustani have been reduced to Lower Class grade I. There was a 5th grade school at Karinjah and a 3rd grade at Warood. The 3rd grade school at Warood has been transferred to Karinjah and the 5th grade school of Karinjah transferred to Morsee, and 1st grade Lower Class of Morsee has been transferred to Warood. The Hindustani school at Ellichpur city was recommended to be reduced to a 1st grade Lower Class. Sanction was accorded, but it had not come into operation before the 31st March.

50. There are at present in Berar 50 Middle Class schools. These are divided into 5 grades. Of grade I there are 2, Mulkapur and Ellichpur Cantonment. A head master of this grade draws Rupees 125 *per mensem*.

Of grade II. there are 6, Woon, Bassim, Akote, Chicklee, Julgaum and Khamgaum. A head master of this grade draws Rupees 100 *per mensem*.

Of grade III. there are 10, Balapore fort, Darwa, Maikur, Oomrawuttee, Dewulghat, Ellichpur city, Tullegaum, Dewulgaum Raja, Karinjah, Akolah city.

A head master of this grade draws Rupees 75 *per mensem*.

Of grade IV. there are 8, Unjengaum, Balapore Peith, Poosad, Moortizapore, Shirpore, Nandoora, Oomrawuttee Hindustani, Tajnapeth Hindustani.

A head master of this grade draws Rupees 60 *per mensem*.

Of grade V. there are 24, Pathoor, Mulawa, Pinjur, Mulkapore Hindustani, Morsee, Ellichpur city Hindustani, Donegaum, Hiwarkheid, Umerkheid, Bablee, Yeotmahal, Tellara, Bassim Hindustani, Pimpulgaum Raja, Nair, Buldanah, Digrus, Rissoad, Darriapore, Dewulghat Hindustani, Sheagaum, Argaum, Sindkheid, Budnaira.

Of grade	I,	inspected	2	schools.
Do.	II,	do.	4	do.
Do.	III,	do.	6	do.
Do.	IV,	do.	6	do.
Do.	V,	do.	11	do.
		in all	29	

It will thus be seen that during the 9 months of 1872-73 in which I have officiated as Director of Public Instruction, I have, besides thoroughly examining the 2 High schools and Normal school, visited over half of the Middle Class schools. I consider that it is impossible for the Director of Public Instruction every year to visit all parts of Berar. With the assistance of an Educational Inspector he may reasonably be expected to inspect all the Middle Class schools every year. This assistance Government will soon, I trust, be pleased to give

him. The Middle Class schools of Berar do not bear out the definition of this class of schools given in the resolution of 25th February 1864, which states:—"the Middle Class is composed of schools which do not educate up to the University standard, but which are above the schools designed for the education of the masses." Dr. Sinclair in para. 3 of his letter No. 458 of 1869-70 wrote on this point as follows:—"I do not see any easy mode of preventing at present in Berar the Middle Class schools from having lower classes in them in which the elements are taught. The towns are generally too small to maintain two schools of the same vernacular language, and whether the school is ranked in the Lower Class or Middle Class depends on the attainments reached by its highest classes. Our criterion at present can only be what limit the school teaches up to, not at what stage it begins to teach." The status of a school depends therefore upon its standard of instruction. One of the first points which engaged my attention as Officiating Director was revision of the standards of study. This was effected, and received the Resident's sanction. The new standards (printed in appendix) were accordingly promulgated on 16th November 1872, with the following memorandum:—

"The standards of study hitherto in force in the schools of Berar are deficient in several important points. New standards have therefore been framed and divided according to the subjects of study into distinct heads, with the relative value of each head assigned by marks.

All schools will now be examined in a systematic way, and the status of a school will be decided by the number of boys it passes year by year under each standard. To pass a standard a boy must get one third of the maximum of each head and one fourth of the maximum of each sub-head composing the heads. Lower Class schools are expected to teach up to Standard IV. Those of the 1st grade should also teach Standards V. and VI., omitting the head English. Middle Class schools should teach Standards V., VI., and VII. in their entirety.

The High school course commences with Standard VIII., and no boy can be admitted to a High school until he passes Standard VII.

Henceforth the new standards only are to be taught in all schools throughout the Hyderabad Assigned Districts."

Applying the criterion afforded by Dr. Sinclair we presume that a 1st grade Middle Class school teaches up to a higher limit than a 2nd grade Middle Class school, a 2nd grade than a 3rd grade, and so on. We will now test this criterion by figures and see how far our Middle Class schools are fulfilling their duty. During the past year the two 1st grade schools presented 65 boys for examination under the standards of the Middle Class school course *viz.*, V., VI., VII. The 6 schools of grade II. presented 111

„	10	„	III.	„ 99
„	8	„	IV.	„ 41
„	24	„	V.	„ 88
				404

The number of scholars in our Middle Class schools during the past year was 4,367: of these 404 only, or a percentage of 9·2, are pursuing a Middle Class school course. The large expenditure incurred upon these Middle Class schools and the comparatively poor results must excite attention. The subject is, however, receiving earnest departmental consideration, and a separate report will be submitted. This is not the place to enter into details giving reasons for retaining this school and doing away with that. The matter can only be discussed broadly. The gap between a Lower Class school of 1st grade and a Middle Class school of 5th grade is great. The establishment of a Lower

Class school grade I. consists of a head master on Rupees 30 and an assistant on 10 Rupees. These two are competent to manage 50 or 60 boys; and a village school, with a daily attendance of 50, is in a highly satisfactory state: but when you come to towns like Yeotmahal, Darwa, Donegaum, Unjengaum, a Lower Class school establishment would be quite inadequate; though the standard of studies attained belongs to the Lower Class only. Looking at the educational progress of Berar already made, and the desire which exists for higher studies, I am convinced our department has far outstripped the wants of the people. With the exception of Ellichpur Cantonment, Mulkapore, Akote, Khamgaum, Bassim, Woon, Oomrawuttee and Akolah schools, I would reduce all Middle Class schools to the IVth. and Vth. grades, and several of the existing 5th grade Middle Class schools it will be necessary to relegate to the Lower Class. Between the present 5th grade Middle Class and 1st grade Lower Class, there should come a higher Lower Class grade, with a head master on Rupees 40. 1st Assistant on Rupees 20, and Second on Rupees 10. The 5th grade Middle Class school should have an establishment of head master Rupees 50, 1st Assistant Rupees 25, 2nd Rupees 15, 3rd Rupees 10. 4th grade Middle Class Rupees 60, 1st Assistant Rupees 30, 2nd Rupees 15, 3rd Rupees 10, 4th Rupees 10. We are met, however, at the very threshold of this scheme by a most serious difficulty. Nearly all the head masters of our Middle Class schools were imported from Bombay Presidency, and gave up their employment there to come to Berar. To deprive them now of the salaries to which they have attained appears a great injustice. The greatest caution will, therefore, be requisite in carrying out what are undoubtedly necessary reductions.

51. Under the head of High schools we have shown to what extent the Middle Class schools of West and East Berar have fulfilled their function of feeding the High schools. The schools of West Berar may be said to have done fairly: those of East Berar not so well. There are reasons for this. Woon—one of the best schools in East Berar—is situated so far off, and in so difficult a country for travelling, boys cannot be expected to go to Oomrawuttee during the rains. Masters know now they are expected to send boys up to the High schools: they know that sending up boys entails no expense or inconvenience upon themselves, and that the credit of their schools depends much upon the number they can pass at the entrance examination. I look forward with hope to the results of next year.

52. The following is the list of pupils who obtained employment in the public service from the Middle Class schools in 1872-73:—

Name.	School.	Situation.	Department.
Nago Ambadas...	Akolah, English-Marathi	Karkoon	Judicial Department.
Krishnaji Shripat ...	Balapore Peith, English-Marathi.	Assistant Master.	Educational do.
Narsinh Govind... ...	Khamgaum English-Marathi ...	Clerk	Public Works do.
Narayan Ramchandra ...	Julgaum English-Marathi ...	Kulkanri... ...	Revenue do.
Martand Krishna ...	Maikur English-Marathi ...	Assistant Master.	Educational Dept, Bombay.

Name.	School.	Situation.	Department.
Atmaram Vithal ..	Donegaum English-Marathi ...	Assistant Master.	Educational Department.
Govind Rango	Do. ...	Vaccinator ...	Vaccination Do.
Gopal Khunderao ...	Buldanah English-Marathi .	Assistant Master.	Educational Do.
Raoji Yadeo	Mulkapore English-Marathi ...	Karkoon...	Judicial Dept., Bombay.
Gopal Govind... ...	Pimpulgaum Raja English-Marathi.	Assistant Master.	Educational Department.
Nanaji Trimbak... ...	Nandoora English-Marathi ...	Assistant Master.	Do.
Jugaya Luxumaya ...	Do. ..	Constable .. .	Police Do.
Devidas Laxuman ...	Karinja English-Marathi .	Karkoon ..	Municipality.
Gopal Dhonder	Ellichpur Cantonment English-Marathi ...	Assistant Master.	Educational Department.

LOWER CLASS SCHOOLS.

53. In para. 3 of the review on the Educational report for 1870-71 it is notified: "Mr. Saunders is clearly of opinion that in Berar at least, it is far better that the greatest possible number should learn a little, than that the few should learn or try to learn much." This is the policy which has been steadily pursued during the past year. Marathi, as is well known, is the vulgar tongue of Berar and is also the language current in the courts. In Marathi are two characters, Balbodh and Modi. Books and occasionally documents are written in Balbodh; but Modi is the common channel of communication in ordinary life. It was the custom, until of late, to pay much attention to Balbodh and practically to neglect the study of Modi: hence boys who had received a Government education were found to be incompetent when set down to practical work. To show the force of the above statement we may cite the German language as an example in point. It has two distinct characters, a written and a printed one. A lad who had studied German only from books, if employed in business, would find his knowledge of little or no avail. To remedy this defect of our educational course in Berar, it has been prescribed that no Balbodh shall be taught, until the 4th standard is attained. So far as I am able to judge, the results of this policy are favorable. I shall now proceed to give extracts from the reports of the several Deputy Educational Inspectors, illustrative of the progress of the Lower Class schools in their respective districts. To commence with Akolah district: 20 new schools have been opened, 7 in Akolah Talook, 5 in Khamgaum, 3 in Akote, 3 in Julgaum, and 2 in Balapore Talook. The following changes have also been made in the status of existing schools. The Mahan Marathi school was transferred to Zodga; being reduced at the same time to 3rd grade. Parus was reduced to 3rd grade and Yalla to 4th grade, while Kelevele was raised to 1st grade. Mr. Shriram Bhi-

kaji Jatar, B. A., Deputy Educational Inspector, writes as follows: "The number of boys in the Lower Class schools has risen from 2,094 to 2,659, or by 26·8 per cent., during the year under report. This is mainly owing to the establishment of twenty new schools in January last. Before the opening of these schools the Lower Class schools were divided into three grades only. The schools of the 1st grade have two masters each, one on Rupees 30 and the other on Rupees 10 a month; and the schools of the second and third grades have masters on Rupees 24 and 20 respectively. The schools of the 1st and 2nd grades are paid from provincial revenues, and those of the 3rd grade from the educational cess. In October 1872 orders were received authorising the opening of 20 schools to be paid from the educational cess. Some time was required in selecting the most suitable villages in consultation with the Tehsildars; and it was not till the close of December that final orders were received. All the schools were opened between the 2nd and the 10th of January. These schools have each a master on Rupees 15 *per mensem*, and thus they have formed the 4th grade of Lower Class schools. All these schools have made a good beginning, and there is every reason to hope that they will prosper. There is no doubt that education is becoming popular day by day in Berar. The people of many villages are anxious to have Government schools opened, and fresh applications are continually received. The other signs of the growing interest evinced by the people in education are that the people now watch the progress of the schools in their villages; and petitions against the masters to the Deputy Commissioner and the Director of Public Instruction are becoming more common. The Deputy Educational Inspector also often receives complaints against the masters. * * *

Examinations in Standards.

The schools of the 1st grade are expected to teach up to the 6th revised standard, and those of other grades up to the 4th standard. This year the examinations were mostly held in the former standards. There are 71 Lower Class Marathi schools in this district. All these have been thoroughly inspected, and the inspection reports on all, except the 20 new schools, have been forwarded through the Deputy Commissioner in accordance with the form introduced this year. In two schools, *viz.* those at Boregaum and Akolkheid, the pupils of the 1st class were examined in Standard V. The boys passed in all the subjects except history. The pupils in 24 schools were examined in Standards I. IV., and those in other 24 schools were examined in Standards I. III. The school at Zodga, which was opened in November 1872, was examined in Standard I. only. The number of pupils passed in the several schools is given in appendix E. Considering that the examinations in strict accordance with standards were introduced this year for the first time, the results of the examinations of the Lower Class schools may, with some exceptions, be considered satisfactory, showing that the majority of the masters have worked well. The head masters of the schools at Pathoorda, Soongaum, Akolkheid, Jullum, Boregaum, Keleveli, and Akolee, deserve special mention. The work of the masters at Mahisang Punchagavan, Bawanbeer, Lakhanwada, and Assegaum, has not been satisfactory this year. If these masters fail to improve their schools before the next inspection, proposals for improving the state of the schools will be duly submitted.

Hindustani schools.

There are 9 Hindustani Lower Class schools in this district. The revised standards on the Hindustani side have not yet been published. The Hindustani schools at Akolah and Khamgaum were examined in Standards I. IV., and the schools at Balapore, Julgaum, Wadegaum, Akote and Pathoor, were examined in Standards I. III. The school at Dahihunda was examined in Standard I. II. There have been some changes in the masters of these schools. The school at Akote suffered greatly from the unpopularity of the masters Gyanchund and Burhanudeen. Both of them were transferred in September 1872; but I regret

to say that attendance has not as much improved under the new masters as was expected. Mr. Gulam Nubee, the master of the school at Pathoor, who was sent to the Normal school in 1871 to receive some training, has resumed charge of the school. Namdarkhan, under whom the school at Julgaum was once prosperous as regards attendance, has been appointed assistant master in that school, and the school at Khamgaum has got an assistant trained in the Normal school. The services of the master at Panchagavan were dispensed with on account of unauthorised absence from duty. The number of boys in the school has dwindled to cipher under the new master; and a proposal to transfer the school to another village has been under consideration. The schools at Akolah, Balapore, and Pathoor, are the best, and that at Dahihunda is the worst Lower Class Hindustani school in the Akolah district. Mr. Zahur-ud-deen, who has been deputed to visit the Hindustani schools in Berar, inspected before the close of the year under report all the schools, except those at Julgaum, Pathoor and Punchagavan."

54. *Buldanah district.*—Mr. Balkrishna Laxuman Bapat writes as follows:—"There were in this District, on the 31st March 1873 62 Lower Class schools (51 Marathi and 11 Hindustani) with 1,855 pupils, against 51 schools and 1,432 pupils of the previous year, showing an increase of 11 schools and 423 scholars. I have stated above that 10 new cess schools were opened and 1 Hindustani Middle Class school was transferred to the Lower Class list during the year. The ten new village schools have made a very promising start, having enrolled 327 boys, which gives an average of 32·7 to each; while the older ones cannot show more than 20·5. The progress of the Lower Class schools, with a few exceptions, has been very steady considering the many obstacles the schools have yet to contend against. Their studies have been avowedly elementary—Modi reading, writing, and arithmetic—the subjects which are valued most and which are really the only ones that some of the people care for and allow their children to be instructed in. In fact, these are the subjects which a boy going to a Government school learns first. From a reference to return of standards it will be observed that 1,716 out of 1,855 boys in the Lower Class schools are on these subjects. I note in the margin the best Lower Class schools which are imparting a comparatively a superior instruction to their higher classes The best boys in these schools have been able to read and write Modi as well as Balbodh well; know arithmetic up to proportion with a little of fractions; possess a limited knowledge of geography and history, and a fair proficiency in grammar. Such boy in all the Lower Class schools in district number not more than 139." I think the large attendance in the new schools exceptional, and that when first enthusiasm has grown cold numbers will decrease.

1. Dewulgaum Raja Marathi school.
2. Futekhelda.
3. Amrapoor.
4. Dahmangaum.
5. Budnair Bholji.
6. Bhadoola.
7. Pimpulgaum Raja Hindustani.

55. *Bassim district.*—Ten new Marathi Lower Class schools have been opened in this district, 5 in the Bassim Talook and 5 in the Pusad. One Marathi Lower Class school was transferred from Phallegaum to Harial, as Phallegaum village was handed over to the Government of His Highness the Nizam. The Deputy Educational Inspector writes as follows:—"The Lower Class schools are 50, of which 4 are Hindustani. Leaving aside the 10 newly opened schools, the returns of 22 out of 36 show an increase of 141 boys, while the returns of 10 others show a decrease of 58. Four of the old schools have remained unchanged during the year. The school at Mungrool Peer is in a very prosperous state as regards attendance, and its teaching is up to Standard VI. The school at Wakud, though not so well attended, being in a small village, has yet been always remarkable for the efficient and careful instruction which the boys receive there. The schools at Bhur, Malegaum, Kowtal, and Kekutoomra,

have also done their work well. The schools at Shelu and Moap were for some months past in a very bad condition: they have recently been placed under other masters; but have not as yet much improved. The school at Tivli still continues with a small attendance, though the boys are taught well. The schools at Motegaum, Medsi, Jolka, Netansi and Kenwad, have within the last four months shown much improvement. The school at Rajoora is in a very bad state, as the head master has been careless in his work. The worst school is at Pimpri. It has not been recommended for transference to another village as there is yet hope of its improvement. The school at Pardi has been recommended for transference to the village of Soopkheid, but it has recently shown very great improvement in its attendance. The other schools are in a fair state.

The Lower Class Hindustani schools are 4. Those at Mungrool Peer and Oomerkheid are in a very good state. A few boys in both of them have learned as far as Standard IV. The Rissoad school is in a fair state. The one at Poosad had been for the greater part of the year in a very unsatisfactory condition as the master had not been sufficiently trained for the work. He has now been sent to the Akolah Normal school, and a new master has been appointed, who, it is hoped, will be able to show better results in the course of time."

My experience has led me to the conclusion that unless the influence of district officers is brought to bear upon the rural population, Educational Officers alone cannot keep the schools well filled. I visited Medsi in January, and found it without scholars. I spoke to the Deputy Commissioner on the subject: influence was brought to bear on the Patel. I visited it again in March, and found a school full of diligent intelligent pupils. Tehsildars, if they choose to interest themselves in educational matter, can do much towards improving the status of Lower Class schools in their talooks.

56. We now turn to East Berar, and commence with the Oomrawuttee district. Five new schools have been opened. The Oomrawuttee No. 2 Middle Class school was reduced to a first grade Lower Class school. The Marathi school 3rd grade at Watoda was transferred to Nimbhora. The Deputy Educational Inspector, Mr. Chimnaji Rajaram Cathak, writes as follows:—"Generally speaking, most of the Lower Class schools are going on well. The introduction of the revised standards is likely to effect a great improvement in them. In the first 3 standards a Beraree can complete his education: he is to be taught Modi only and not Balbodh at all. Great attention has been paid to Modi reading and writing. The most advanced and flourishing schools are those at Kholapore, Bhatkooli, Sawoor, Heerpoor, Hiwurkheid, Nair Pinglai, Sendurjana, Karinja, Umnair, and Mungrool Chawal, the masters of which deserve a particular mention."

57. *Ellichpur district.*—Twelve new schools have been opened, 5 in Ellichpur talook, 7 in Darriapore talook: Koola 3rd grade Marathi school was transferred to Sultanpoor. The Deputy Educational Inspector writes as follows:—"There are 37 Lower Class schools in the district Of these 34 are Marathi and 3 are Hindustani. These schools are in a good condition. By the introduction of reading Modi manuscripts and of what is called mental arithmetic, these schools have acquired enlarged popularity. The Modi paper reading is a work of practice which cannot be obtained unless a boy attends the school and is diligent in his studies. At the head of the Lower Class schools stands that of Pathroat: it has kept up its strength: the head master, Mr. Vithal Balal is a

popular master, who, in addition to his allotted duties, teaches a class consisting of grown up people in the night for 3 hours. The school has lately got an additional assistant master. The Brahmanwada school, which is second to the school just named, contains nearly 80 pupils. The progress of the school reflects credit on the head master Mr. Pandurang Bapuji. The Dewarwada school has considerably improved under Mr. Govind Nagesh: he has now been given an assistant master who is an inhabitant of the place. The school at Karasgaum, which had come down very low during the previous year, has shown good fruits, and is creditable to the present masters. The Hindustani school at the Cantonment and the Marathi schools at Abbaspoora and Shirusgaum Bund claim attention: their attendance is increasing: an assistant master is very much needed by each of these schools. The worst attended school is one at Assudpoora, which has suffered immensely by the misconduct of the late master: he is now removed from the department, and a good one substituted for him. The Hindustani school at Unjengaum has not cut a good figure. That at Pathrote has acquitted itself creditably considering the short time it has been in existence. The master, Mr. Sheik Yad Alli, is an active man and is a passed candidate of the Berar Normal school." I may note here, as a point of interest, that when I visited the Pathrote Hindustani school, I found in its classes 2 little girls and 3 grown up men, one of whom was father to one of the girls. With reference to the night school, attached to the Marathi school at Pathrote, I satisfied myself by examination of some of the adults attending it that it was a genuine movement. Its scholars belong to the agricultural class. The experiment of night schools is still a novelty in the mature Educational Department of Bombay, and I think that for a while the young Educational Department of Berar may wait and gather hints before undertaking this new field of operations. Berar is essentially an agricultural province and to spend the educational cess in teaching the ryots, the very men who pay it, would be a great work. For this night schools are necessary, as agriculturists are engaged afield during the day.

58. *Woon district.*—Five new schools have been opened: 3 in Yeotmahal and 2 in Darwa talooks. The 3rd grade Marathi school at Ladkheid has been transferred to Bori. There are in all 32 Lower Class schools. The Deputy Educational Inspector writes of them as follows:—"Twenty-seven are Marathi and 5 Hindustani. The Marathi schools afford instruction to 925 pupils, against 871 of the previous year, and the Hindustani schools to 109, against 68. The best Lower Class schools are those at Kullum, Venikotha, Watkheid, Budgaum, Harsool, Nawapoor, Papul, and Zadgaum, and they reflect credit on their respective masters. The worst Lower Class schools are at Khyree and Nair. The schools at Tarnolee, Babulgaum, Ladkheid, and Pahoor, were reported last year as being in an unsatisfactory condition. This time I have to record my satisfaction at the strenuous efforts made by their respective masters to improve the condition of their schools."

59. I quote here another extract from the Woon Deputy Educational Inspector's report to show how our Lower Class schools are meeting the requirements of popular education. He writes:—"I may mention here that while I was examining the Zadgaum Marathi school on 31st March, and explaining to the master the purport of your circular regarding Modi reading and writing, one named Irappa, a Komatee by caste, and another, a Koonbee, came to me and said, 'we are quite happy that Government pays special attention to Modi. This is all that we wanted. We shall now send our sons to your school with more willingness as they will have fair opportunities of studying Modi only.' Thus, it goes to show that the new standards of studies promise to work well and to gain the confidence of the people."

60. I give below the list of pupils from our Lower Class schools who have obtained Government employment during 1872-73:—

Name.	School.	Situation.	Department.
Chimnaji Sakharam.	Akolee Marathi school ...	Assistant master Marathi school, Akolee	Educational Department.
Abdul Rahim ...	Sindkheid Hindustani	Assistant master Dhar Hindustani school	Do.
Mahamud Bismilla...	Pimpulgaum Raja Hindustani school	Assistant master Maikur Hindustani school	Do.
Raoji Bhaoji ...	Dhamangaum Marathi	Assistant master, Buldanah English-Marathi school	Do.
Balwant Narayan ...	Marathi school, Chandoor. ...	Assistant master	Do.
Tukaram Muknud ..	Umnair Marathi school	Vaccinator	Vaccination Department.
Narayan Sittaram ...	Pathroat Marathi school	Assistant master	Educational Department.
Mahadev Ramji ...	Kallam Marathi school	Constable	Police Department.
Ramkrishna Marotee	Do. ...	Do.	Do.

FEMALE SCHOOLS.

61. During the past year two schools have been closed, one at Chandore and one at Sendurjana; consequently there are now 25 Female schools in Berar—

7 in Akolah district.
6 „ Oomrawuttee district.
6 „ Ellichpur do.
4 „ Buldanah do.
1 „ Bassim do.
1 „ Woon do.

Of these I have inspected 15. It is evident that female education in Berar is still in a very elementary state, and that people, generally, are very apathetic with regard to it. The Mahomedan Female schools are attended more numerously and by older girls than the Hindoo Female schools. For the improvement of the Akolah Marathi Female school, which was reported of so badly last year, a change of masters has been made. I will now proceed to note some of the best schools.

That at Khamgaum is well attended and located in an excellent school-house. I have introduced the teaching of sewing. The Hindustani school at Nandgaum Peith, Oomrawuttee district, has a mistress who teaches sewing; and considerable progress has been made by the pupils. In the Hindustani school at Tullegaum, the girls have made creditable progress, as 6 have nearly completed Standard III. The school at Woon still continues to be one of the best, if not the best in Berar. The school in Bassim was closed from August

to December, when it was re-opened under a new master in a suitable locality: it has now 35 girls on the roll, a few of whom have made fair progress. When visiting the school at Unjungaum in the Ellichpur district, I found 2 girls, though above 13 years of age, still continuing their studies. After examining them, I appointed one as assistant to the master upon Rupees 10 a month; and for the other I hope soon to find a place.

On the whole, I think, that, during the past year, female education has steadily held its ground.

NORMAL SCHOOL.

62. It was shown in last year's annual report that the Akolah Normal school had not proved a success, but had become a local, instead of being a provincial Institution. As was natural, my attention was turned at once to this matter. On the 8th and 9th of July an examination of students was held in the Normal school. On the Marathi side 11 were examined under Standard I. and 8 under Standard II.; of these 11 and 8 passed respectively. On the 12th and 13th of September another examination was held at which 11 passed. Certificates were then granted to 11 students under Standard I. and to 19 under Standard II. Similar examinations were also held on the Hindustani side, and certificates were granted to 10 students under Standard I. and to 12 under Standard II. The Normal school was thus cleared of its old students.

63. For the placing of the Normal school on a sounder basis, a code of rules was drawn up with newly arranged standards of study. All these were sanctioned by the Resident in letter No. 1504, dated 8th August 1872. The proposal regarding the reorganization of the teaching staff, which involved increased expenditure of 120 Rupees *per mensem*, required the sanction of the Government of India. This was given in letter No. 491, dated 30th December 1872, Home Department, Educational. The Berar Training College Code, with its standards of study, is given below:—

1. "The Akolah Normal school shall be maintained with the object of providing the Vernacular schools of Berar with qualified trained masters.

2. The school shall consist of two branches, a Marathi branch and a Hindustani branch.

3. There shall be 25 stipends attached to the Marathi side, 10 of 8 Rupees *per mensem* and 15 of 6 Rupees *per mensem*.

Ditto Hindustani side.

4. The training shall consist of two courses each of one year's duration, which shall be denominated—first year's course and second year's course, respectively. The subjects of study shall be those laid down in the Training College standards.

The 8 Rupees stipends shall be awarded to those only who are studying the second year's course.

The 6 Rupees stipends shall be awarded to those who pass the entrance examination and enter on the first year's course of study.

5. Every year in the month of November an entrance examination shall be held simultaneously at Akolah, Bassim, Buldanah, Oomrawuttee, Ellichpur, and Yeotmahal. The examination questions shall be prepared in the Director's office and sent under a sealed cover to each Deputy Educational Inspector, who shall be President of the District Committee, which shall consist of himself and two others, one of whom must be a Musalman.

The *viva voce* examination shall be conducted by the Committee, and the result reported. The written answers shall be perused by the Committee, and forwarded to the Director, with their remarks and opinion. Only those candidates who get 50 per cent. of the maximum number of marks assigned to each subject shall be considered to have passed, and those who pass will be arranged in order of merit and the vacant stipends awarded accordingly. All candidates for the entrance examination must satisfy the President of the Committee before which they appear that they are *bonâ fide* natives of Berar, or have resided in Berar for three consecutive years previous to the examination.

6. Every stipendiary student must pass an agreement on joining the College in form attached.

7. There shall be an examination about the month of April, conducted by the masters of the College, which students must pass or be liable to be deprived of their stipends.

8. In October or November shall be the final or certificate examination, presided over by the Director. The papers for first and second year men shall be distinct. Only those of the first year who pass in the first and second class at this examination will be permitted to remain for the second year's course.

They shall, however, have the option of leaving with a first year certificate, or studying the second year course so long as a vacancy remains.

Those who get 70 per cent. of the maximum will be placed in Class I.

Do. under 70 but over 50 will be placed in Class II.

Do. 50 but over 30 per cent. will be placed in Class III.

Those under 30 per cent. will not be classed at all, but sent away.

Masters passed in Class I. will be entitled to appointments of which the emoluments amount to Rupees 20.

Masters passed in Class II.	Do.	Rs. 15.
Masters passed in Class III.	Do.	Rs. 10.

For the second year's course—

Those who pass in Class I., getting 70 per cent. will be entitled to emolument 30 Rupees.

Those who pass in Class II. under 70 and over 50 per cent. will be entitled to 25 or 21 Rupees as the case may be.

Provided in every case that a suitable vacancy occurs. If no 30 Rupees place is vacant at the time, a man who has obtained 70 per cent. must take a place with less pay.

9. Any stipendiary student who leaves the College without permission, or is dismissed, will be debarred from Government service in any department throughout Berar. Casual leave, not exceeding five days at a time, may be given to any student by the Principal of the College on sufficient reasons being shown. Such leave, however, shall not exceed 15 days during the year. Leave of any other description shall be granted by the Director of Public Instruction only on the recommendation of the Principal. If any stu-

dent absents himself without leave, or without showing sufficient reason for his absence, he shall forfeit his stipend for such time as he may remain absent; and if he thus continues absent for two months he shall be considered to have left the college without permission, and be dismissed.

10. It shall be allowable to admit 5 free students on each side to the training college, provided they pass the entrance examination. It shall also be in the power of the Director of Public Instruction to admit to the college and to confer a vacant stipend on any untrained Lower Class schoolmaster or indigenous master whom the Deputy Educational Inspector and the Deputy Commissioner shall specially recommend to the Director as calculated to derive benefit from the college course. Such men will probably not be able to enter by the door of open competition.

In consequence of the rule of Government limiting the age of candidates for admission to the public service to 25 years, it is directed that all who compete at the examination for admission to the Normal school shall be over 16, and under 22 years of age.

FORM OF BOND ON ADMISSION TO NORMAL SCHOOL.

Agreement between on the one part and the Director of Public Instruction, Berar, on the other part.

I , in consideration of a scholarship awarded me under the rules in force, do hereby agree to remain in the Normal school, Akolah, so long as I may be permitted to remain by the Director of Public Instruction, Berar, or until I shall pass the required certificate examination, and then to serve in the Educational Department as a master for so long a period as I may have remained in the Normal school; and I Director of Public Instruction in Berar, do hereby agree on behalf of Government to pay monthly to the said such sums of money as shall be due to him on account of his scholarship or salary as master, provided that nothing in the agreement shall bar my right to withhold any portion of the scholarship or salary of the said during any one or more months, to dismiss him from the Normal school, or from the employ of the Educational Department, should I consider such a step necessary.

Dated

WITNESSES. SIGNATURES.

1. _____ Student _____

2. _____ D. P. I. _____

STANDARDS.

MARATHI SIDE.

Standard of admission corresponding generally to Standard IV. of the school standards.

Maximum of Marks.			
	100		I.—*Arithmetic* up to Compound Division and Rule of Three.
		50 (*a*)	II.—*Vernacular*.—Reading with understanding Marathi Books I., III., Bala Vyakurna, and easy parsing.
300	100	25 (*b*)	Reading with fluency any Modi paper tolerably well written.
		25 (*c*)	Writing to Dictation, both in Balbodh and Modi, 5 lines from Marathi Book III.
		50	III.—*Geography*.—India and outlines of Asia.
		50	IV.—*History* of Maharastra.

Standard for 1st year's course.

	100	75	I.—*Mathematics.*—Arithmetic complete,
		25	Euclid, Book I., Proposition I.—26.
		50	II.—*Vernacular,* Marathi Book I.—V. knowledge of the matter.
	100	25	Dictation, both Balbodh and Modi.
400		25	Grammar, Dadoba's smaller Grammar.
	100	50	III.—*Geography* of India (Berar in particular), Europe and Asia.
		50	*History* of India (to the end of the Mahomedan period, 1761); history of Berar in particular.
	100	50	IV.—*School System.*—Returns, &c., in use in the Department.
		50	*Method.*—Art of teaching.

STANDARD II.

Second year's course.

	150	100	I.—*Mathematics.*—Arithmetic complete, with Book-keeping.
		50	Euclid, Book I.
		50	II.—*Vernacular.*—Book VI.
	100	25	Dadoba's larger Grammar, complete.
		25	Composing a report or letter.
530	100	50	III.—*Geography* of the World, and use of the Terrestrial Globe
		50	*History* of India and Universal History for the use of school masters.
	80		IV.—*Astronomy.*—Solar System.
	50		V.—*School System.*—Returns and Accounts.
	100	50	VI.—*Method.*—Art of teaching. Written examination.
		50	Oral examination, including teaching a class before the Examiners.

Hindustani Side.

Standard of admission corresponding generally to Standard IV. of the school standard.

	Maximum of Marks.			
	100			I.—*Arithmetic* up to Compound Division and Rule of Three.
		50	*(a)*	II.—Reading with understanding Bag-o-Bahar up to end of second Durvesh's adventures.
300	100	25	*(b)*	Reading with fluency any tolerably well written paper.
	25		*(c)*	Writing to Dictation 5 lines from Talimnama.
	50			III.—*Geography.*—India and outlines of Asia.
	50			IV.—*History*—Tawarikh Hind.

Standard for 1st year's course.

100	75		I.—*Mathematics.*—Arithmetic up to Decimal Fractions.
	25		Euclid, Book I., Propositions 1—26.
100	50		II.—*Vernacular.*—Bag-o-Bahar (whole.)
	25		Dictation.
	25		Grammar. Kawayadi Urdu, first 3 parts.
100	50		III.—*Geography* of India (Berar in part,) Europe and Asia.
	50		History of India to the end of Mahomedan period. (History of Berar.)
100	50		IV.—*School System.*—Returns, &c., in use in the Department.
	50		Method. Art of teaching.

STANDARD II.

Second year's course.

150	100			I.—*Mathematics.*—Arithmetic complete, with Book-keeping.
	50			Euclid, Book I.
	50			II.—*Vernacular.*—Masnavi Mir Hasan and Divani Nasik
100	25			Kawayadi Urdu (the whole.)
	25			Kawayadi Huseni.
530	100	50		III.—*Geography* of the World and use of the Terrestrial Globe.
		50		History of India and Universal History for use of Schoolmasters (by J. B. Peile, Director of Public Instruction, Bombay.)
	30			IV.—*Astronomy.*—Solar System.
		50		V.—*School System.*—Returns and accounts.
		50		VI.—*Method.*—Art of teaching (written examination.)
	100			
		50		Oral examination, including teaching a class before examiners.

64. In accordance with Rule V., an examination of candidates for admission to the college was held in November 1872 at Akolah, Buldanah, Bassim, Oomrawuttee, Yeotmahal, and Ellichpur. The results were as follows :—

Name of District.	Marathi side.		Hindustani side.	
	Number presented at the examination.	Number passed.	Number presented at the examination.	Number passed.
Akolah	33	11	16	6
Buldanah	30	7	5	...
Bassim	16	3	3	...
Oomrawuttee	28	8	11	...
Woon...	6	2	4	1
Ellichpur	16	6	3	...
Total...	129	32	42	7

These examinations were conducted by the Deputy Educational Inspectors assisted by other two members, one of whom was a Mussulman. On December 18th the new standards were introduced into the college with 21 students on the Marathi side and 7 on the Hindustani. These meagre results are much to be regretted. Of the 32 who passed the Marathi entrance examination only 7 candidates came from our Lower Class schools. The entrance examination was not difficult. It was held under vernacular standard IV. which all Lower Class schools of grade I. and II. are supposed to teach. The failure of so very many candidates only tends to prove the truth of Mr. LeeWarner's remarks on lazy and insufficient inspection and bad teaching in our schools. The reason why the entrance examination was held so soon after the promulgation of the rules was that the training college was without students from the beginning of October, and it was better that the masters should do something than nothing for their salaries. I cannot explain why out of the 32 who passed the entrance examination only 21 joined the Marathi side. Next time I hope that many more will be successful and that the college will be filled. The reorganization of the teaching staff has not yet been introduced.

65. During the past year the Normal School has supplied the department with 28 masters, 20 to Marathi schools and 8 to Hindustani schools. Besides these 4 students have got employment in the Vaccination Department.

No.	Name.	Standard passed.	Appointment.	Name of School.	District.	Salary. R.	A.	P.
				MARATHI BRANCH.				
1	Rajram Laxumon ...	I.	Asst. Master..	Rissod English-Marathi ...	Bassim ...	10	...	...
2	Hari Parshram ...	II.	do. ...	Wadegaum Mar, ...	Akolah ...	10	...	...
3	Govind Krishna ...	II.	do. ...	Akolah English-Marathi..	do. ...	10	...	...
4	Ganesh Shamrao ...	II.	do. ...	Sindkhed do. ...	Buldanah ...	10	...	...
5	Yadav Mahadeo ...	II.	do. ...	Nandgaum Marathi ...	Oomrawuttee..	10	...	...
6	Daji Laxumon ...	II.	do. ...	Chandur do. ...	do. ...	10	...	...
7	Balwant Vishwas ...	II.	do. ...	Teewasa do. ...	do. ...	10	...	...
8	Govind Nilkant ...	II.	do. ...	Heerpore do. ..	do. ...	10	...	...
9	Tukaram Sadasiv ...	II.	do. ...	Umrapore do. ...	Buldanah ..	10	...	...
10	Ramchandra Wassudeo	II.	do. ...	Bhadola Marathi ...	do. ...	10	...	...
11	Govind Sonaji ...	II.	do. ...	Futekhelda do. ...	do. ...	10	...	...
12	Laxumon Trimbot ...	II.	do. ...	Chinchpore do. ...	do. ...	10	...	...
13	Rajaram Malhar ...	II.	Hd. Master.	Ookli do. ...	Bassim ...	15	...	...
14	Sakharam Ravji ...	II.	do. ...	Palsee do. ...	do. ...	15	...	...
15	Ramchandra Govind...	II.	do. ...	Dewsari do. ...	do. ..	15	...	...
16	Ravji Deorao ...	II.	do. ...	Pardi Asra do. ...	do. ...	15	...	...
17	Dewaker Gopl ...	II.	do. ...	Takerkhed do. ..	Ellichpur ...	15	...	...
18	Prallad Sakharam ..	II.	do. ...	Moorah do. ..	do. ...	15	...	...
19	Yeshwant Martand .	II.	Asst. Master.	Akolah English-Marathi .	Akolah ..	10	...	...
20	Krishnaji Govind ...	II.	do. ...	Ellichpur Cantonment do..	Ellichpur ...	15	...	...
				HINDUSTANI BRANCH.				
21	Tasaduk Husain ...	II.	Hd. Master.	Chandole Hind ...	Buldanah ..	20	...	...
22	Darwesh Khan ...	II.	Asst. Master.	Nangaum peith Hindustani	Oomrawuttee..	10	...	...
23	Husain Khan ...	II.	do. ...	Wardud do. ...	do. ...	10	...	...
24	Saheb Khan ...	II.	Hd. Master ...	Budnair Bholji do. ...	Buldanah ...	20	...	...
25	Gulam Nabi * ...	I.	do. ...	Pathoor do. ...	Akolah ...	20	...	...
26	Venkat Ganesh ...	II.	do. ...	Panchagavan do.	do. ...	20	...	...
27	Narayen ...	I.	Asst. Master.	Sindkhed do. ...	Buldanah ...	10	...	...
28	Shaik Imam ..	II.	do. ...	Khamgaum do. ...	Akolah ...	10	...	...

* He was master at Pathoor and was sent in the Normal school to receive training.

PRIVATE SCHOOLS UNDER GOVERNMENT INSPECTION.

66. No school has as yet been started in Berar to meet the educational requirements of the European, Eurasian and Christian population generally. The want of such a school is undoubtedly much felt, and enquiries have been made departmentally which will soon be embodied in a tangible scheme. I am, however, not at all sanguine of success. If we fix upon Oomrawuttee as the site of our school, then parents at Bassim, Woon, Ellichpur, Akolah, and Buldanah, will have to incur the expenses of boarding their children in Oomrawuttee. The school at Nagpore now provides all the education they require within a reasonable distance, and it is doubtful if Berar will be able to support a school giving an education equally good.

67. The two Free Church Mission schools continue to prosper. They are each supported by private subscriptions, fees, and a grant of 20 Rupees a month from town funds. Each is under the management of a Committee. The Akolah school has 60 boys on the roll, principally low castes. The Deputy Educational Inspector examined the school, and he reports the progress made as very fair. I examined the 1st class one morning, giving them the 22nd chapter of Genesis to read in Marathi. Their answers were very creditable.

The Oomrawuttee school has 46 boys on the roll. Their progress, the Deputy Educational Inspector states, is not good owing to the carelessness of the master. He has been reprimanded by the Committee; and improvement, it is hoped, will soon be made.

The Committees of these schools are quite prepared to subject their schools to the unrestricted inspection of the Educational Department if they can obtain a grant-in-aid from Government. This, I think, they have fairly earned, and I shall lose no time in putting the matter before the Resident. Had Mr. LeeWarner remained he would no doubt have done so before now; but the Budget for 1873-74 was submitted by me before I had acquired any knowledge of this subject.

INDIGENOUS SCHOOLS.

68. The nature and quality of the Berar Indigenous schools have been fully discussed in previous reports. The grant-in-aid rules and standards of examination made applicable to these schools have been promulgated during the past year. From the attention which has been paid to this subject we may infer that a greater accuracy of returns has followed as a consequence. These returns give 134 schools with 2,799 pupils for 1872-73, against 184 schools with 3,396 pupils for 1872, and 110 schools with 2,308 pupils for 1871. The decrease this year is no doubt owing in part to the greater popularity of our Government schools. The Deputy Educational Inspector, Akolah, writes:—"As the highest of the three standards for Indigenous schools is not higher than revised standard I. for Government schools, it is evident that, properly speaking, there can be no competition between the Government schools and the indigenous ones. In larger places like Akote or Balapoor, one Government school is not sufficient to supply the wants of the whole town, and hence there are Indigenous schools in almost every town. The village Indigenous schools are mostly in those villages in which there are no Government schools."

To show the ephemeral nature of these institutions I give statistics from the Oomrawuttee district. At the end of 1872, there were 39 Indigenous schools: there are now 31 only. During the year under review 22 new schools were started and 30 old schools closed.

69. The grant-in-aid given by Government to these schools amount to Rupees 777-8-0 for the whole province. Of these, Rupees 6 were given in the Akolah

district, Rupees 283 in the Buldanah district, Rupees 189-8 in the Oomrawuttée district, Rupees 74 in the Woon district, and Rupees 225 in the Ellichpur district. In the Bassim district no grant-in-aid was given, although the Deputy Educational Inspector inspected 9 schools. He reports them incapable of improvement.

70. The Educational Department should utilize Indigenous schools as feeders to our Government schools. Where a village Indigenous school occupies independent ground, we should seek to improve and not supplant it. Where one exists in opposition to the Government school, we should seek to absorb it. Indigenous schools in towns should be nurtured as far as possible and made feeders to the Middle Class schools. The instruction given in these schools cannot be expected to aid much in the education of the people, if we use the word "education" in the sense of culture. Indigenous masters have not yet shown any willingness to attend the Normal school with a view to self-improvement.

71. The following is a compararative table of Indigenous schools for 1872-73, of which returns have been received :—

Division.	District.		Marathi.		Hindustani.		Total.	
			Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
West Berar...	Akolah	31st March 1872	46	1,087	6	102	52	1,149
		1873	23	634	...	...	23	634
	Buldanah	do. 1872	38	456	4	57	42	513
		1873	32	553	2	20	34	573
	Bassim	do. 1872	6	143	1	21	7	164
		1873	4	100	...	...	4	100
East Berar...	Oomrawuttee	do. 1872	35	756	5	70	40	826
		1873	27	690	4	51	31	741
	Woon	do. 1872	16	242	1	24	17	266
		1873	11	196	...	...	11	196
	Ellichpur	do. 1872	20	358	6	80	26	438
		1873	24	466	6	89	31	555
	Total	1872	161	3,042	23	354	184	3,396
		1873	122	2,639	12	160	134	2,799

JAIL SCHOOLS.

72. There are two central jails in Berar, one at Akolah and one at Oomrawuttee, in each of which there is a school. During the past year these schools have been brought under inspection. The Akolah Deputy Educational Inspector inspected the school at Akolah jail twice: he writes of it as follows: "I found 88 prisoners who were said to be able to read and write: these were divided into 4 classes, 3 being Marathi and 1 Hindustani. There were 25 prisoners in the highest Marathi class. They could attempt to read our Modi Second Book, but not well. Four prisoners in this class knew some English, two of them being able to read 'Howard's Second Book' very well. There were 19 prisoners in the second class, 3 or 4 of them could read the Modi 1st book, the others had hardly gone beyond the alphabet. The 3rd class contained 27 prisoners learning Balbodha. I examined them in the 1st book: 3 or 4 could read this well, but the others could not. The Urdu class contained

17 prisoners, 8 of whom were learning the alphabet. Of the other 9, 3 could read Talimnama well. In order to improve the condition of the school, the following suggestions are made: 1st that those prisoners who are young and capable of receiving instruction should be formed into a separate school; 2ndly, that the Jail should be provided with a sufficient number of all the Marathi books used in the Educational Department. The schools should also be provided with slates and maps; thirdly, that the juvenile prisoners should be taught at least an hour a day, and that the rule which lays down that on Sundays there shall be school for 2 hours in the morning and for 2 hours in the evening should be rigidly enforced at least as regards the juveniles." I myself inspected the juvenile class one morning and found the boys able to read but unable to write. There was also a deficiency of slates and books. This matter was brought to the notice of the Inspector General of Jails. Regarding the Oomrawuttee Jail school, the Deputy Educational Inspector reports that there are 86 prisoners under inspection, of whom two learn English and can write a good hand. They do all the jail writing work. Four have gone over 7 pages of the Marathi fourth book which they can neither read nor understand properly. Five prisoners can distinguish alphabets. Five female prisoners have also been under instruction, two of whom can read and write easy sentences. The time allowed for school in this jail is quite inadequate.

EDUCATION OF LOW CASTE BOYS.

73. The policy of this Administration with regard to the education of Dhers and other out-castes of society was laid down in No. 2980 of 28th September 1869. The subject was afterwards freely ventilated by the officers of the Berar Commission, and the opinion of the Resident was again communicated to the Director of Public Instruction in letter No. 258 of 23rd April 1872. A great boon was also conferred on this class in letter No. 3862 of 16th March 1872, which states:—"Mr. Saunders authorizes the admission into school of Dher and other low caste boys for the first year without payment of fee in all cases in which their parents are by reason of slender income unable to pay for their education." This rule came into operation in the month of June 1872. The education of this class has made what may be considered fair progress. On April 1st, 1872, 18 low caste boys were enrolled in our schools. On April 1st 1873 there where 249. They are distributed as follows;—

Buldanah	147
Akolah	43
Oomrawuttee	32
Ellichpur	22
Bassim	4
Woon	1

When a Government building over which individuals have no special control is provided for every school, we shall no doubt have more Dhers coming to our schools: but whilst schools are held, as is now very commonly the case, in temples and chowdies, we must expect great opposition.

The Deputy Educational Inspectors have all, so far as I can judge, given proper encouragement to this work, and some masters have been very successful in gaining Dher pupils owing to their liberal mindedness, good sense, and tact. I would especially mention the head masters of Mulkapore, Ellichpur Cantonment, Buldanah, Boregaum and Shiroolee, a 3rd grade Lower Class school in

Akote talook of the Akolah district. It is held in a temple: nevertheless includes 8 Dhers in its classes, one of whom is in Class I. under Standard III.

74. Dhers and other out-castes in their natural state are very poor, and it is, I think, hopeless to expect payment of fees from them: they are so degraded and ignorant that they have not the means or opportunity of making any money. It will then be a liberal policy to extend the advantages which are now confined to the limit of year. The way to reach the lowest strata of society is no doubt by appointing members selected from among them as masters, but the question arises how are we to get Dher masters. We must first educate Dher boys in our schools and then draft the promising ones into our Normal school. This is, however, a work of time; and I would suggest as a politic measure that all low caste boys of indigent parents be admitted to schools without payment of fees for a period of 5 years. It might, however, be considered judicious to exact fees from low caste boys during 1873-74; and the comparison of the number on the rolls at the end of the year with the 219 who are now on the rolls at the beginning would show whether we can reasonably expect to push forward low caste education without some remission.

VERNACULAR LITERATURE.

75. In accordance with the notice for the encouragement of Vernacular Literature in Berar, three books only were received during the year under review, *viz.*, a Marathi translation of Shakespeares "comedy of errors." "The seasons," a poem in Marathi, and "Ankalila," a treatise on Arithmetic. These have been forwarded to the members of the Committee appointed for adjudging rewards and prizes. Of the 11 books that were sent to the Committee during former years, 6 works have been received ultimately by me in 1872-73: 3 of these were submitted to the Resident, with my remarks thereon, for his final orders. A reward of Rupees 15 was sanctioned for the work entitled "Sums hoolooloom," or the sun of knowledge, which was the joint production of Messrs. Ferodeen and Mahomed Ali, schoolmasters at Karinja. This reward was given to the authors at a public meeting held in Oomrawuttee in November. The two productions "Nakshatra Malla" and "Molide Am" were returned to their respective authors as they merited no reward.

BOOK DEPOT.

76. The establishment has remained unaltered during the year, but the system of Depôts has been changed, and a few new rules for the supply of books and the keeping of Depôt accounts have been introduced. The number of Branch Book Depôts is now reduced from 50 to 19, there being one Depôt attached to the school at each Tehsil town. For the preservation and security of Depôt Books, each Depôt keeper is supplied with a strong wooden box fitted with a lock and key to keep the books in. Instructions regarding the inspection of the Branch Depôts by the Deputy Educational Inspectors and the keeping of Depôt accounts according to the forms laid down by Mr. Lee-Warner were issued. In order to exercise greater control and check over the accounts of the Branch Book Depôt keepers, quarterly statements of the recoveries on account of the sale of books credited in the Government treasuries of each district are received from the Deputy Commissioners, and these are compared with the quarterly accounts submitted by the Branch Book Depot keepers. The Deputy Educational Inspectors and the head masters of the High schools are relieved from the work of keeping Depots.

77. The allotment and expenditure for the year under report was as follows :—

	Moneys allotted.			Moneys expended.		
	Rs.	A.	P.	Rs.	A.	P.
Curator's salary	1,200	0	0	1,200	0	0
Establishment	1,200	0	0	1,180	0	0
Contingencies	180	0	0	127	10	9
For purchase of Books to be re-sold	5,419	0	0	2,548	8	0
For Prizes to schools	1,000	0	0	1,000	0	0
For Prizes, &c., to the High school boys	500	0	0	484	8	6
For Maps to schools	1,000	0	0	993	8	0
Total Rs ..	10,499	0	0	7,534	3	3

Out of the allotment of Rs. 5,419 for the purchase of books to be re-sold, only Rs. 2,548-8-0 were expended during the year in purchasing such books as are prescribed in the revised standards of studies and were urgently required in the department. From this it will be seen that economy is observed in expending the allotment. Under the existing arrangement for purchasing elementary school books, much delay and inconvenience are caused; but this subject will be brought to the notice of the Resident in a separate communication. The following schedule shows the number of books purchased and sold during the year under review :—

Language.	Purchase during the year.				Sale during the year.				Balance on March 31st, 1873.			
	No. of Copies.	*Amount.			No. of Copies.	Amount.			No of Copies.	Amount.		
		Rs.	A.	P.		Rs	A.	P.		Rs.	A.	P
English	350	263	8	0	4,112	1,896	1	6	17,963	5,979	0	10
Marathi	13,550	2,653	2	0	19,680	2,625	2	2	47,588	8,063	9	6
Sanskrit	500	93	12	0	781	268	3	4	4,035	1,506	7	0
Hindustani	50	75	0	0	1,406	601	2	9	11,182	3,024	11	3
Total	14,450	3,085	6	0	25,979	5,390	9	9	80,768	18,573	12	7

The average selling price of each book purchased and sold is about annas (4) four.

78. The allotment for prizes to Government schools to be given by the Deputy Educational Inspectors on their visits of inspection was Rupees 1,000, out of which, in November last, Rupees 997-4-6 were expended in the pur-

* This is the selling price.

chase of useful books, which were forwarded to the Deputy Educational Inspectors for distribution as under:—

Name of District.	No. of schools in each District.	No. of copies given.	Amount.		
			Rs.	A.	P.
Akolah district	80	1,050	254	3	6
Buldanah do.	68	1,000	202	8	0
Bassim do.	47	551	115	2	0
Oomrawuttee do.	74	1,010	211	8	0
Woon do.	33	574	92	15	0
Ellichpur do.	38	609	121	0	0
Total ..	340	4,794	997	4	6

79. For prizes, &c., to the boys of the two High schools Rupees 500 were sanctioned. Of this sum, Rupees 250 were forwarded to the local fund Engineer, Akolah district, for the preparation of gymnastic apparatus, which will be put up ready for use next June; Rupees 50 were given in prizes at athletic sports; and Rupees 184-8-4 were expended in the purchase of prize books to be given to the High school boys at their annual class examination. Of these, 46 books, amounting to Rupees 88-6-0, were given at Oomrawuttee and 52 books, of the value of Rupees 96-2-6, were given at Akolah. The erection of gymnasiums, one at each High school, and the public award of prizes for excellence in athletic exercises will, it is hoped, gradually improve the physique of our Berar pupils.

80. The amount expended on the purchase of maps for the use of Government schools was Rupees 993-8-0. The following schedule shows the number of maps given to the Deputy Educational Inspectors for distribution to the Government schools in their districts:—

Name of District.	English Maps.		Marathi Maps.						Urdu Maps.				Total.
	Asia.	Europe.	World.	Asia.	Europe.	India.	America.	Africa.	Asia.	Europe.	India.	Western Hemisphere.	
Akolah	...	...	7	3	9	30	..	...	6	...	3	...	58
Buldanah ...	1	3	2	...	2	23	10	...	3	...	1	...	45
Bassim	2	2	...	4	5	13	6	...	4	...	...	..	36
Oomrawuttee ...	...	2	4	2	...	11	4	...	4	...	1	...	28
Woon	...	...	...	5	8	10	...	...	3	1	1	...	28
Ellichpur ...	...	1	2	3	...	16	4	1	1	1	1	3	33
Total ...	3	8	15	17	24	103	24	1	21	2	7	3	228

Marathi and Hindustani maps of Berar are very much required in the department, and for want of them the progress of boys in several schools is hindered. I hope to be able to supply this want from the allotment for the current year. When visiting Mulkapore I found the 1st assistant master engaged in preparing an excellent Marathi map of Berar.

81. During the year the sum of Rupees 5,390-9-9 were paid into the Government Treasuries as sale proceeds of books, of which Rupees 1,669-10-0 were from the Central Book Depot, and the remainder from the 19 Branch Book Depots in the province. The following schedule exhibits the state of the Depot accounts on the 31st March 1873:—

Dr.	Rs.	A.	P.	Cr.	Rs.	A.	P.
To moneys drawn from the Treasury from June 1866 to 31st March 1872	39,669	13	1	By moneys paid into Treasuries from June 1866 to 31st March 1872	20,403	14	7
„ Money drawn during the year..	2,548	8	0	„ Moneys paid during the year.	5,390	9	9
„ Balance of profit and loss account	2,765	3	10	„ Stock at the 19 Branch Depots	9,651	9	1
				„ Stock at the Central Depot.	8,923	3	6
				„ Balance of the unadjusted accounts	456	5	10
				„ Cash in Curator's hand .	157	14	2
Total .	44,983	8	11	Total .	44,983	8	11

The amount of discount, &c., obtained on the books purchased during the year was Rupees 696-4-7 and the commission, carriage, &c., allowed to the Branch Book Depot keepers on books sold by them amounted to Rupees 480-0-10, leaving the balance of Rupees 216-3-9 credited to the profit and loss account.

82. The following schedule shows the stock in each Depot on the 31st March 1873:—

District.	Number.	Depot. Place.	Depot. Keeper.	Number of books in stock.	Price. Rs.	A.	P.
Akolah.	1	Akolah City .	Head master English-Marathi school ...	841	181	10	5
	2	Balapore Fort ...	Do. do. ...	1,260	199	10	8
	3	Akote ..	Do. do. . .	405	100	7	2
	4	Khamgaum ...	Do. do. ...	1,917	311	15	6
	5	Julgaum. ...	Do. do. ..	686	289	15	6
Buldanah.	6	Chicklee ...	Do. do. ...	7,493	2,023	1	4
	7	Mulkapore ...	Do. do. ...	2,423	675	14	9
	8	Maikur ...	Do. do. ...	1,357	274	2	8
Bassim.	9	Bassim ..	Do. do. ...	3,531	582	0	9
	10	Poosud ...	Do. do. ...	1,572	310	9	3

District.	Number.	Depot.		Number of books in stock.	Price.		
		Place.	Keeper.		Rs.	A.	P.
Oomrawuttee.	11	Oomrawuttee. ...	Head Master English-Marathi school ...	7,722	2,151	15	7
	12	Morsee	Do. do. ...	2,496	468	7	9
	13	Mortizapore ...	Do. do. ...	1,494	272	13	9
	14	Chandoor ...	Head Master Marathi school	497	74	4	6
Woon.	15	Yeotmahal ...	Head Master English-Marathi school ...	827	269	4	9
	16	Woon	Do. do. ...	622	127	2	3
	17	Darwa	Do. do. ...	978	197	8	3
Ellichpur.	18	Ellichpur City ...	Do. do. ...	5,192	961	14	11
	19	Darriapore ...	Do. do. ...	742	117	9	4
			Total for Branch Depots...	42,055	9,650	9	1
			Central Book Depot...	3 ,713	8,923	3	6
			Grand Total ..	80,768	18,573	12	7

Physical education.

83. Native boys will not as a rule of themselves employ their hours of leisure in taking exercise and playing at those games in which English school-boys take so much delight, but they are very plastic and can quickly be led to take an interest. Cricket and foot-ball were introduced at Akolah last monsoon, and pupils from the High school, Normal school, and other schools, joined in the game with much zest. Masters of several schools, taking their cue from what is in favour at head-quarters, have, I am told, introduced physical exercises.

Colonel Mayne at Bassim has given much assistance to this cause. It will be a great boon if the principal schools can be provided with simple gymnastic apparatus.

84. During the past year the system of paying the village schoolmasters through the medium of the police has been in force. It has not worked altogether satisfactorily.

85. The general pay abstracts of schoolmasters have been prepared by the Deputy Educational Inspectors during the past year. It has entailed more work on them, but it has resulted in the masters getting their pay earlier than before.

86. In concluding this report, I feel bound to accord due praise to the several Deputy Educational Inspectors, especially the Deputies of Akolah, Oomrawuttee, and Bassim, for the well written reports which they prepared and the promptness with which they submitted them.

All my subordinates have given me satisfaction.

I have, &c.,

R. E. CANDY,

Offg. Director of Public Instruction,
Hyderabad Assigned Districts.

APPENDIX B.

REVISED STANDARDS OF STUDY.

Marathi Side.

STANDARD I.

Maximum of Marks.

50 1st Head.—Ujalni (or native Multiplication Tables) complete.

100 25 2nd ,, —All the letters of the Modi Alphabet, including Barakhadi.

25 3rd ,, —Writing the same on the black-board or slate.

STANDARD II.

150 50 1st Head.—Numeration and notation up to 10,000; Addition and Subtraction up to three figures; Multiplication and Division of not more than three figures, by a number less than 30.

50 2nd ,, —Reading 1st and 2nd Modi Books, with understanding of the part read.

50 3rd ,, —Writing to Dictation easy words in Modi; writing Modi large hand; copy book to be shown.

STANDARD III.

200 50 1st Head.—Arithmetic up to Long Division, Compound Rules, and Reduction; easy mental Arithmetic.

50 2nd ,, —Reading the 3rd Modi Book (under preparation); reading any manuscript Modi paper, with understanding of the part read; Parts of Speech to be known.

50 3rd ,, —Writing easy sentences in Modi to Dictation; full copy books to be shown (small hand.)

50 4th ,, —Outlines of the Geography of Berar; general definitions of Geography to be learned.

STANDARD IV.

(To be passed before commencing the study of English.)

300 100 1st Head.—Arithmetic, Simple Rule of Three, and easy questions in Practice; Mental Arithmetic.

100 2nd ,, —Reading of the Balbodha 1st, 2nd, and 3rd Books, with understanding
50 of the part read and meaning of words.

25 Grammar as taught in Balvyakarana; Poetry in the 1st two Books to be understood and repeated.

25 Reading Modi papers.

50 3rd Head.—Writing to Dictation five lines in Balbodh and Modi; full copy books Modi and Balbodh to be shown.

50 4th ,, —Definitions of Geography of the World;
25 the Geography of Berar.

25 History of Maharastra.

STANDARD V.

450 100 1st Head.—Arithmetic, English Tables, Vulgar and Decimal Fractions; Interest and Compound Proportion; Mental Arithmetic.

100 2nd ,, —Reading the whole of the 4th

50 Book with explanation.

25 Dadoba's Laghu Vyakarana.

25 Reading Modi Papers.

50 3rd Head.—Writing a letter or report, Balbodh on any ordinary or local subject, to be selected by the Examiner; full copy books (Modi small hand) to be shown.

100 4th ,, —History of India up to 1761;

50 Fall of Mogal Empire.

50 Geography—India and Outlines of Asia.

100 5th Head.—English reading 1st Book

50 with meaning of words.

25 Writing easy words in large hand.

25 Spelling any five words in 1st Book.

STANDARD VI.

(Qualifies for 2nd Class certificate for entrance to lower grades of the Public Service, omitting the English part.)

100 1st Head.—Arithmetic the whole.

150 2nd ,, —Reading whole of the 5th Book with explanation.

60 Poetry to be understood and repeated.

Grammar, Dadoba's larger Grammar, 1st half.

450 40 Translation *viva voce* into Marathi, of five short and easy sentences from 2nd English Book, or writing in Balbodh a report or Essay on any subject selected by the Examiner.

25 Reading ordinary Modi papers.

25 Modi Dictation.

100 3rd Head.—History of India, as in

50 Morris' or similar book.

50 Geography of India, Asia, and Europe, with thorough knowledge of the Maps; Elements of Physical Geography; outline Map of India to be drawn.

100 4th Head.—English, reading, 2nd Book

50 and 3rd Book, Part I, 12 Lessons with explanation; distinguishing Parts of Speech.

25 Dictation, 5 lines from Book II., half text hand.

25 Oral translation into English of five sentences from 1st Marathi Book.

STANDARD VII.

(To be passed before entering High school.)

100 1st Head.—Arithmetic, the whole with harder examples.

150 2nd ,, —Reading whole of 6th Book, with explanation.

450 50 Poetry to be repeated and understood; whole of Dadoba's larger Grammar.

50 Written translation into Marathi of five lines from 2nd English book.

50 Optional subject, Sanskrit Rupawali.

100 3rd Head.—History of India as

50 read in larger histories complete.

50 Geography of the World.

100 4th Head.—English, Book III. Part I.;

40 the whole and Part II. (omitting poetical pieces.)

20 Dictation from Book III.; Part I. five lines.

40 Written translation into English of five short sentences from 2nd Marathi Book.

HIGH SCHOOL COURSE.

The High schools of Berar have the same object as those of the Bombay Presidency. The High school standards in Bombay Presidency are the result of a matured experience. I can therefore do nothing better than prescribe them for the High schools of Berar, and designate them Standards VIII., IX. and X.

STANDARD VIII.

100 1st Head.—Mathematics, Arithmetic:

70 (*a*) whole.

500 30 (*b*) Euclid Book I., 26 Propositions.

200 2nd Head.—Vernacular and classical languages:

50 (*a*) Vernacular, 200 pages from a standard vernacular prose author, and 250 lines of Poetry of Waman or Moropant, or similar Poet (not learned previously) with special regard to Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom); 100 lines of the Poetry by heart; Rules of Sandhi; Declensions and Conjugations as in a larger Grammar.

50 (*b*) Written translation into Marathi (Balbodh) of about five lines in any school reading book used in previous standards, at the option of the Examiner; spelling and writing to be considered, or composing a letter in Modi.

CLASSICS.

I.—SANSKRIT.

60 (*a*) *Viva voce* translation into vernacular of the Sanskrit exercises of the 1st Book of Sanskrit, and written translation into Sanskrit of the English exercises of the same book.

40 (*b*) Those portions of any Sanskrit Grammar which correspond with the 1st Book of Sanskrit, or

II.—LATIN.

60 (*a*) *Viva voce* translation of exercises equal in difficulty and amount to the 1st 30 in Henry's First Latin Book (English into Latin and Latin into English.)

40 (*b*) The Regular Declensions and Conjugations to be said by heart.

100 3rd Head.—History and Geography;

50 (*a*) Outline History of England with maps.

59 (*b*) Add to Geography of previous standards particular Geography of Great Britain, and Geography illustrating the history; an outline map

of Great Britain, or map drawing of India (marking Latitude and Longitude) to be done before the Examiner.

100 4th Head.—English, reading from

40 (*a*) Easy English Classics 100 pages of Prose and 500 lines of Poetry, with explanation of part read in vernacular ; paraphrase and parsing in English and easy Etymology ; Poetry 100 lines by heart.

20 (*b*) Writing five lines to dictation from the book read ; full copy-book, fair small hand to be shown.

40 (*c*) Written translation into English of five lines from 3rd Book of vernacular series ; spelling to be taken into account.

STANDARD IX.

(Qualifies for First Class Certificate for entrance to lower grades of the Public Service.)

100 1st Head.—Mathematics, Arithmetic ·

40 (*a*) whole.

500 30 (*b*) Euclid Book I.

30 (*c*) Algebra 4 Rules, Integral vernacular and classical languages.

200 2nd Head—

60 (*a*) Vernacular. A standard vernacular Prose author, not previously read (about 300 pages), and 300 lines from Kekawali, or similar work with special regard to a scholarly knowledge of Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom) ; Syntax as in a larger Grammar, half the Poetry by heart.

50 (*b*) Written translation ten lines from the book read into vernacular ; composing a report on a given subject (Modi) ; writing to be considered.

CLASSICS.

I.—SANSKRIT.

60 (*a*) *Viva voce* translation in English of the Sanskrit exercises in Lessons I., XII., XIV., XVI., and XXII. Part I. and XXIV. of the 2nd Book of Sanskrit, and written translation into Sanskrit of the English exercises in the same lessons.

40 (*b*) Those portions of any Sanskrit Grammar which correspond with the same lessons, and written translation into Sanskrit of any six easy sentences, or·

II. LATIN.

79 (*a*) *Viva voce* translation of Henry's First Latin Book or a similar book ; easy Prose passage as in the Delectus, to be selected by the Master.

Parsing of simple sentences.

30 (*b*) Accidence, complete.

100 3rd Head.—History and Geography.

50 (*a*) History of Greece or Universal History, and general review of history under previous standards.

50 (*b*) Geography to illustrate the history, use of the Globe ; outline map of any country of Europe or Asia ; Map-drawing of India with Latitude and Longitude.

100 4th Head.—English, Reading English :

40 (*a*) Classics, 150 pages of Prose and 600 lines of Poetry, 200 by heart, with explanation and parsing ; easy questions in Analysis of sentences, as in Morell, Part I., and Etymology.

30 (*b*) Written translation of a passage from a Newspaper; specimen of writing as in fair note books to be shown.

30 (*c*) Writing an English letter, private or official, or making an abstract in English of an easy story clearly read or told.

STANDARD X.

110 1st Head.—Mathematics, Arithmetic:

40 (*a*) whole, including Mensuration.

40 (*b*) Euclid Book I. and II. with simple Deduction.

30 (*c*) Algebra, Fractions, greatest common Measure, least common Multiple, simple Equations, and Square Root.

510 200 2nd Head.—Vernacular and Classical languages:

50 (*a*) Vernacular—Revision of previous reading, and Duyaneshwari Adhyaga XII. and XIII., as in Nawanita with special regard to a scholarly knowledge of Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom); Prosody and Etymology.

50 (*b*) Translation into Balbodh of ten lines of the English Poetry read; spelling and writing to be considered.

CLASSICS.

I.—SANSKRIT.

60 (*a*) *Viva voce* translation into English of the 3rd Book of Sanskrit, and written translation into Sanskrit of the English in Lesson XIII. of the 2nd Book of Sanskrit, and of exercises 82—120 of Munior William's Manual.

40 (*b*) Thorough knowledge of Dr Kielhorn's Sanskrit Grammar up to Section 322, and written translation into Sanskrit of six lines of easy English Prose, or

II.—LATIN.

60 (*a*) *Viva voce* translation of Cornelius Nepos (30 pages), with Grammar and Parsing.

40 (*b*) Written translation of six easy lines of narrative chosen by the Inspector.

100 3rd Head.—History and Geography.

50 (*a*) History of Rome.

50 (*b*) Geography as in Standard IX. with Geography of Rome added

190 4th Head.—English, reading:

40 (*a*) English Classics, 200 pages of Prose, 750 lines Poetry (different Authors from those under Standard IX.), 200 lines by heart; questions in Grammar, Analysis, and Etymology.

30 (*b*) Written translation into English of five lines of Marathi Prose of Poetry; specimens of writing, as in fair note books, to be shown.

30 (*c*) A short theme on a simple subject.

STANDARD XI.

MATRICULATION.

RICHARD E. CANDY,

Offg. Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDICES.

APPENDIX A.—

Statistical Return of Government schools of the Higher Class teaching

1	2	3	4	5	6	7	8
Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average number of pupils on the rolls monthly.
			Hindoos.	Mahomedans.	Others.	Total.	
High school	Akolah,, ...	1861-62 ...	55	7	4	66	81
High school	Oomrawuttee... ..	1861-62 ..	37	7	,,,	44	72
		Total ..	92	14	4	110	153

* There being no "Colleges" in the

TABLE No. II.*

up to the University Entrance Standard in Berars, for the year 1872-73.

9	10	10-A	10-B	10-C	11	12			13			13-A			13-B		
Average number of pupils attending daily.	Number of pupils on the rolls studying each language at the close of the year.				Monthly rate or rates of fees.	Receipts during the year.											
	English.	Marathi.	Sanskrit.	Hindustani.		Government.			Educational Cess.			Municipal Fund.			Proceeds of endowments.		
						Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
68	66	54	54	8	6 Annas and 8 Annas.	12,173	10	1	...	...	...	...	...	...	...	...	...
59	44	38	36	8	,,	10,203	9	2	...	...	...	...	...	...	...	...	...
122	110	92	90	16	...	22,377	3	3	...	...	...	...	...	...	...	...	...

Province, there is no Table No. I,

APPENDIX A.—

Statistical Return of Government schools of the Higher Class teaching up to the

1	2	3	14			15						16		
			Receipts during the year.—(Concluded.)											
Name of Institution.	Locality.	When established.	Subscriptions and donations.			Fees and Fines.						Total.		
						Fees.			Fines.					
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
High school ...	Akolah... ..	1861-62 ...	...	...	...	260	14	0	...	...	...	12,464	8	1
High school ...	Oomrawuttee. ...	1861-62 .	..	...	..	203	14	0	...	...	...	10,407	7	2
		Total...	...	...	...	464	12	0	...	...	...	22,841	15	3

* There being no "Colleges" in the

TABLE No. II.*—*(Concluded.)*

University Entrance Standard in Berars, for the year 1872-73.—*(Concluded.)*

17			18			19			20			21			22			23			24
Charges incurred during the year.									Excess of receipts over charges.			Excess of charges over receipts.			Monthly cost of educating each pupil.						Remarks.
Current.			Extraordinary.			Total.									Total cost.			Cost to Government.			
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
12,121	8	1	52	2	0	12,173	10	1	260	14	0	...	...	...	12	8	5	12	4	2	
10,153	9	2	50	0	0	10,203	9	2	203	14	0	...	...	...	11	12	11	11	9	2	
22,275	1	3	102	2	0	22,377	3	3	464	12	0	...	...	...	12	3	0	11	15	5	

Province, there is no Table No. I.

RICHARD E. CANDY,

Officiating Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDIX A.—

Statistical Return of Government schools of the

1	2	3	4	5	6	7	8
			Number of pupils on the rolls at the end of the year.				
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average No. of pupils on the rolls (monthly average).
Akolah District.							
English-Marathi school ...	Akolah City ...	1862-63 ...	157	6	...	163	162
Hindustani-English school..	Tajnapeith	1866-67 ...	3	57	...	60	53
English-Marathi school ...	Pinjer	1866-67 ...	75	...	..	75	69
Do. do. ...	Akote	1862-63 ...	123	7	...	130	124
Do. do. ...	Tellara	1866-67 ...	35	...	.	35	32
Do. do. ...	Argaum	1862-63 ...	74	...	...	74	70
Do. do. ...	Hiwarkheid ...	1866-67 ...	77	2	..	79	80
Do. do. ...	Balapore fort ...	1862-63 ...	68	14	...	82	90
Do. do. ...	Balaporepeith ..	1866-67 ...	84	2	...	86	89
Do. do. ...	Pathoor	1864-65 ...	52	3	...	55	59
Do. do. ...	Khamgaum ...	1862-63 ...	101	3	2	106	113
Do. do. ...	Sheagaum	1862-63 ...	48	2	1	51	52
Do. do. ...	Julgaum	1862-63 ...	91	6	...	97	101
Buldanah District.							
English-Marathi school ...	Maiker	1862-63 ...	86	4	...	90	81
Do. do. ...	Donegaum	1866-67 ...	68	3	..	71	67
Do. do. ...	Sindkheid	1866-67 ...	76	...	...	76	67
Do. do. ...	Chicklee	1864-65 ...	101	1	...	102	101
Do. do. ...	Dewulgaum Raja ...	1862-63 ...	104	...	...	104	90
Do. do. ...	Dewulghat	1862-63 ...	85	7	...	92	72
Do. do. ...	Buldanah	1868-69 ..	35	6	12	53	49
Hindustani-English school..	Dewulghat	1866-67 ...	...	56	...	56	50
English-Marathi school ...	Mulkapore ...	1862-63 ...	166	8	...	174	147
Do. do. ...	Nandoora	1865-66 ...	64	5	2	71	72
Do. do. ...	Pimpulgaum Raja ...	1864-65 ...	59	...	...	59	66
Hindustani-English school..	Mulkapore	1866-67 ...	...	55	...	55	53
Bassim District.							
English-Marathi school ...	Bassim	1862-63 .	138	14	...	152	135
Do. do. ...	Sirpore	1866-67 ..	84	4	..	88	80

TABLE No. III.

Middle Class in the Berars, for the year 1872-73.

9	10	10-A	10-B	10-C	11	12			13			13-A			13-B			14		
Average number of pupils attending daily.	Number of pupils on the rolls studying each language at the close of the year.				Monthly rate or rates of fees.	Receipts during the year.														
	English.	Marathi.	Sanskrit.	Hindustani.		Government.			Educational Cess.			Municipal Fund.			Proceeds of endowments.			Subscriptions and donations.		
						Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
125	83	163	14	...	As. 1-6	1,872	15	6	...	...	...	...	...	...	...	...	...	...	...	...
37	...	...	...	60	„	1,044	2	3	...	...	...	...	...	...	...	...	...	...	...	...
57	7	75	4	...	„	982	0	0	...	...	...	...	...	...	...	...	...	...	..	.
99	26	130	13	...	„	2,901	0	0	...	...	...	...	...	...	...	...	...	...	...	...
26	...	35	...	...	„	441	3	4	...	...	...	...	...	...	...	...	...	...	...	...
66	20	74	...	..	„	969	10	4	...	...	...	...	...	...	...	...	...	...	...	...
50	5	79	5	...	„	982	0	0	...	...	...	...	...	...	...	...	...	...	...	...
70	15	67	7	15	„	1,865	1	4	...	...	...	..	...	...	...	...	...	...	...	...
73	15	86	...	...	„	1,213	9	10	...	...	...	...	...	...	...	...	..	...	...	...
48	12	55	...	...	„	875	2	1	...	...	...	...	...	...	...	...	...	...	...	...
91	15	106	15	...	„	2,901	0	0	...	...	...	...	...	...	...	...	...	...	...	...
43	12	51	1	...	„	982	0	0	..	..	...	...	...	...	...	...	...	...	...	...
89	18	97	5	...	„	2,664	12	7	...	...	...	...	...	...	...	...	...	...	...	..
58	12	90	...	...	„	1,800	8	1	...	.	...	...	...	...	...	...	...	...	...	...
59	10	71	...	...	„	982	0	0	...	...	...	...	...	...	...	...	...	...	...	...
56	10	76	...	...	„	990	5	2	...	...	...	...	...	...	...	...	...	...	...	...
68	10	102	...	...	„	2,869	4	7	...	...	...	...	...	...	...	...	...	...	...	.
56	14	104	...	...	„	1,842	0	0	...	...	..	...	...	...	...	...	...	...	...	...
57	14	92	...	...	„	1,782	13	8	...	...	...	...	...	...	...	...	...	...	...	...
40	5	53	...	...	„	919	4	11	...	...	...	...	...	...	...	...	...	...	..	..
47	4	...	...	56	„	982	0	0	...	...	...	...	...	...	...	...	...	...	...	...
112	52	174	38	...	„	3,389	11	6	...	...	...	...	...	..	...	...	...	...	...	
67	10	71	...	...	„	1,222	0	0	...	...	...	...	...	...	...	...	...	...	..	...
44	...	59	...	...	„	821	6	5	...	...	...	...	...	...	...	...	...	...	...	...
44	6	...	...	55	„	940	9	0	...	...	...	...	...	...	...	...	...	..	...	...
105	73	152	13	...	„	2,886	12	0	...	...	...	...	...	...	...	...	..	...	..	...
57	15	88	...	...	„	1,091	5	8	...	...	...	...	...	...	...	...	..	...	...	...

APPENDIX A.—

Statistical Return of Government schools of the

1	2	3	15						16		
			Receipts during the year.—(*Concluded.*)								
Name of Institution.	Locality.	When established.	Fees and Fines.								
			Fees.			Fines.			Total.		
			Rs.	A.	P.	R.	A.	P.	Rs.	A.	P.
Akolah District.—(*Continued.*)											
English-Marathi school ...	Akolah City ...	1862-63.	233	9	6	...	...	...	2,106	9	0
Hindustani-English school...	Tajnapeith ...	1866-67.	40	11	0	...	...	...	1,084	13	3
English-Marathi school ...	Pinjer	1866-67.	71	6	0	...	...	...	1,053	6	0
Do. do. ...	Akote	1862-63.	195	2	0	...	...	...	3,096	2	0
Do. do. ...	Tellara	1866-67.	34	2	6	...	...	...	475	5	10
Do. do. ...	Argaum	1862-63.	102	4	0	...	...	...	1,071	14	4
Do. do. ...	Hiwarkheid ...	1866-67.	87	3	0	...	...	...	1,069	3	0
Do. do. ...	Balapore fort ...	1862-63.	123	5	0	...	...	...	1,988	6	4
Do. do. ...	Baloporepeith ...	1866-67.	119	6	0	...	...	...	1,332	15	10
Do. do. ...	Pathoor	1864-65.	60	8	0	...	...	...	935	10	1
Do. do. ...	Khamgaum ...	1862-63.	144	2	0	...	...	...	3,045	2	0
Do. do. ...	Sheagaum ...	1862-63.	78	12	0	...	...	...	1,060	12	0
Do. do. ...	Julgaum	1862-63.	134	14	6	...	...	...	2,799	11	1
Buldanah District.											
English-Marathi school ...	Maiker	1862-63.	100	4	0	...	...	...	1,900	12	1
Do. do. ...	Donegaum ...	1866-67.	70	13	0	...	...	...	1,052	13	0
Do. do. ...	Sindkheid ...	1866-67.	71	5	0	...	...	...	1,061	10	2
Do. do. ...	Chicklee	1864-65.	124	15	0	...	...	...	2,994	3	7
Do. do. ...	Dewulgaum Raja ...	1862-63.	106	0	0	...	...	...	1,948	0	0
Do. do. ...	Dewulghat ...	1862-63.	88	3	0	...	...	...	1,871	0	8
Do. do. ...	Buldanah... ...	1868-69.	44	10	0	...	...	...	963	14	11
Hindustani-English school .	Dewulghat ...	1866-67.	55	1	0	...	...	...	1,037	1	0
English-Marathi school ...	Mulkapore ...	1862-63.	230	13	6	...	...	...	3,620	9	0
Do. do. ...	Nandoora ...	1865-66.	78	7	0	...	...	...	1,300	7	0
Do. do. ...	Pimpulgaum Raja ...	1864-65.	75	8	0	...	...	...	896	14	5
Hindustani-English school .	Mulkapore ...	1866-67.	59	10	0	...	...	...	1,000	3	0
Bassim District.											
English-Marathi school ...	Bassim	1862-63.	240	13	0	...	...	...	3,127	9	0
Do. do. ...	Sirpore	1866-67.	85	1	0	...	...	...	1,176	6	8

TABLE No. III.—*(Continued.)*

Middle Class in the Berars, for the year 1872-73.—*(Continued.)*

17			18			19			20			21			22			23			24
Charges incurred during the year.															Monthly cost of educating each pupil.						
Current.			Extraordinary.			Total.			Excess of receipts over charges.			Excess of charges over receipts.			Total cost.			Cost to Government.			Remarks.
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
1,850	15	6	22	0	0	1,872	15	6	233	9	6	...	...	...	0	15	5	0	13	6	
1,022	2	3	22	0	0	1,044	2	3	40	11	0	.	...	...	1	10	3	1	9	3	
960	0	0	22	0	0	982	0	0	71	6	0	...	...	...	1	3	0	1	1	7	
2,868	0	0	33	0	0	2,901	0	0	195	2	0	...	...	...	1	15	2	1	13	1	
419	3	4	22	0	0	441	3	4	34	2	6	...	..	...	1	2	5	1	1	0	
947	10	4	22	0	0	969	10	4	102	4	0	...	...	...	1	2	6	1	0	6	
960	0	0	22	0	0	982	0	0	87	3	0	...	..	...	1	0	5	0	14	11	
1,848	5	10	16	11	6	1,865	1	4	123	5	0	..	...	...	1	11	8	1	9	10	
1,191	9	10	22	0	0	1,213	9	10	119	6	0	...	...	...	1	2	4	1	0	5	
853	2	1	22	0	0	875	2	1	60	8	0	...	...	...	1	3	9	1	2	5	
2,868	0	0	33	0	0	2,901	0	0	144	2	0	...	...	...	2	2	3	2	0	6	
960	0	0	22	0	0	982	0	0	78	12	0	...	...	...	1	9	7	1	7	1	
2,631	12	7	33	0	0	2,664	12	7	134	14	6	...	...	...	2	3	2	2	1	5	
1,778	8	1	22	0	0	1,800	8	1	100	4	0	...	.	...	1	13	11	1	12	0	
960	0	0	22	0	0	982	0	0	70	13	0	...	...	..	1	3	6	1	2	1	
968	5	2	22	0	0	990	5	2	71	5	0	...	...	...	1	3	9	1	2	4	
2,840	0	7	29	4	0	2,869	4	7	124	15	0	...	...	...	2	5	11	2	4	2	
1,820	0	0	22	0	0	1,842	0	0	106	0	0	. .	...	...	1	11	3	1	9	9	
1,760	13	8	22	0	0	1,782	13	8	88	3	0	...	...	...	2	1	0	1	15	5	
897	4	11	22	0	0	919	4	11	44	10	0	...	...	...	1	9	0	1	7	10	
960	0	0	22	0	0	982	0	0	55	1	0	...	...	...	1	10	2	1	8	9	
3,356	15	0	32	12	0	3,389	11	6	230	13	6	...	.	...	1	14	9	1	12	8	
1,200	0	0	22	0	0	1,222	0	0	78	7	0	...	...	...	1	6	8	1	5	2	
799	6	5	22	0	0	821	6	5	75	8	0	...	...	...	1	0	7	0	15	1	
918	9	0	22	0	0	940	9	0	59	10	0	...	...	...	1	7	8	1	6	2	
2,853	15	0	32	13	0	2,886	12	0	240	13	0	...	...	...	1	12	6	1	10	2	
1,069	5	8	22	0	0	1,091	5	8	85	1	0	...	...	...	1	2	2	1	0	9	

APPENDIX A.—

Statistical Return of Government schools of the

1	2	3	4	5	6	7	8
Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average No. of pupils on the rolls (monthly average.)
			Hindoos.	Mahomedans.	Others.	Total.	
Bassim District.—*(Concluded).*							
English-Marathi school ...	Rissoad	1866-67 ...	76	2	...	78	68
Hindustani-English school.	Bassim	1866-67 ...	9	38	2	49	46
English-Marathi do, ...	Poosud	1862-63 ...	92	4	...	96	94
Do. do, ...	Oomerkheid ...	1866-67 ...	70	1	...	71	73
Do, do. ...	Mullawa	1866-67 ...	68	2	...	70	71
Oomrawuttee District,							
English-Marathi school ...	Oomrawuttee ...	1861-62 ...	120	4	...	124	120
Hindustani-English school..	Do. ...	1866-67 ...	15	35	1	51	47
English-Marathi do. ...	Budnaira	1866-67 ...	52	7	1	60	55
Do. do. ...	Moortizapoor ...	1864-65 ...	68	4	...	72	69
Do. do. ...	Karinja	1862-63 ...	149	2	...	151	90
Do. do, ...	Tullegaum	1862-63 ...	108	27	...	135	129
Do. do. ...	Morsee	1867-68 ...	89	14	5	108	99
Woon District.							
English-Marathi school ...	Woon	1862-63 ...	106	7	..	113	116
Do. do. ...	Darwah	1862-63 ...	90	1	..	91	92
Do. do. ...	Digris	1866-67 ...	51	3	...	54	57
Do. do. ...	Nair	1866-67 ...	55	8	..	63	65
Do. do. ...	Yeotmahl	1865-66 ...	56	3	...	59	64
Ellichpur District.							
English-Marathi school ...	Ellichpur Cantonment..	1864-65 ...	139	16	6	161	148
Do. do. ...	Do. City ...	1862-63 ...	93	13	...	105	92
Do. do. ...	Unjungaum ...	1867-68 ...	121	7	...	128	109
Do. do. ...	Dariapoor	1862-63 ...	49	9	...	58	66
Do. do. ...	Bableo	1866-67 ...	49	1	...	50	51
Hindustani-English school.	Ellichpur	1866-67 ...	3	81	...	84	79
		Total ...	3,781	554	32	4,367	4,124

TABLE No. III.—*(Continued.)*

Middle Class in the Berars, for the year **1872-73.**—*(Continued.)*

9	10	10-A	10-B	10-C	11	12			13			13-A			13-B			14		
Average number of pupils attending daily.	Number of pupils on the rolls studying each language at the close of the year.				Monthly rate or rates of fees.	Receipts during the year.														
	English.	Marathi.	Sanskrit.	Hindustani.		Government.			Educational Cess.			Municipal Fund.			Proceeds of endowments.			Subscriptions and donations.		
						Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
54	4	78	...	...	...	961	0	6	...	...	...	...	...	...	...	...	...	...	...	...
38	12	...	...	49	...	980	2	0	...	...	...	...	...	...	...	...	...	...	...	...
77	11	96	...	...	...	1,190	7	5	...	...	...	...	...	...	...	...	...	...	...	...
58	5	71	5	...	...	982	0	0	...	...	...	...	...	...	...	...	...	...	...	...
68	3	70	3	...	...	982	0	0	...	...	...	...	...	...	...	...	...	...	...	...
94	37	124	...	...	...	1,796	12	4	...	...	...	180	0	0	...	...	...	...	...	...
34	...	...	...	51	...	1,006	10	8	...	...	...	...	...	...	...	...	...	...	...	...
40	3	60	...	...	...	813	3	9	...	...	...	...	...	...	...	...	...	...	...	...
63	13	72	7	...	...	1,220	0	0	...	...	...	...	...	...	...	...	...	...	...	...
74	11	151	...	...	...	1,426	5	4	...	...	...	...	...	...	...	...	...	...	...	...
103	11	110	...	25	...	1,882	0	0	...	...	...	...	...	...	...	...	...	...	...	...
88	4	108	4	...	...	688	2	1	...	...	...	...	...	...	...	...	...	...	...	...
82	12	113	4	...	...	2,780	4	3	...	...	...	...	...	...	...	...	...	...	...	...
64	9	91	3	...	...	1,882	0	0	...	...	...	...	...	...	...	...	...	...	...	...
45	5	54	3	...	...	950	8	0	...	...	...	...	...	...	...	...	...	...	...	...
54	2	63	...	...	...	982	0	0	...	...	...	...	...	...	...	...	...	...	...	...
54	3	59	...	...	...	910	13	7	...	...	...	...	...	...	...	...	...	...	...	...
112	61	158	17	...	...	3,386	12	4	...	...	...	...	...	...	...	...	...	...	...	...
75	12	105	...	...	...	1,870	6	5	...	...	...	...	...	...	...	...	...	...	...	...
88	8	128	...	...	...	1,222	0	0	...	...	...	...	...	...	...	...	...	...	...	...
58	5	58	...	...	...	939	10	8	...	...	...	...	...	...	...	...	...	...	...	...
43	2	50	2	...	...	956	3	1	...	...	...	...	...	...	...	...	...	...	...	...
58	9	...	...	84	...	969	11	10	...	...	...	...	...	...	...	...	...	...	...	...
3,268	665	3,969	164	395	...	72,993	13	0	...	...	...	180	0	0	...	...	...	...	...	...

APPENDIX A.—

Statistical Return of Government schools of the

1	2	3	15						16		
			Receipts during the year.—(*Concluded.*)								
			Fees and Fines.								
Name of Institution.	Locality.	When established.	Fees.			Fines.			Total.		
			Rs.	A.	P.	R.	A.	P.	Rs.	A.	P.
BASSIM DISTRICT.—*(Concluded.)*											
English-Marathi school ...	Rissoad	1866-67.	73	10	0	...	...	...	1,034	10	6
Hindustani-English school.	Bassim	1866-67.	61	14	6	...	...	...	1,042	0	6
English-Marathi do. ...	Poosud	1862-63.	118	12	0	...	...	...	1,309	3	5
Do. do. ...	Oomerkheid ...	1866-67.	80	5	0	...	...	...	1,062	5	0
Do. do. ...	Mullawa	1866-67.	62	0	0	...	...	...	1,044	0	0
OOMRAWUTTEE DISTRICT.											
English-Marathi school ...	Oomrawuttee ...	1861-62.	182	11	0	...	...	...	2,159	7	4
Hindustani-English school.	Do. ...	1866-67.	34	11	0	...	...	...	1,041	5	9
English-Marathi do. ...	Budnaira ...	1866-67.	58	3	0	...	...	...	871	6	9
Do. do. ...	Moortizapoor ...	1864-65.	96	2	0	...	...	...	1,316	2	0
Do. do. ...	Karinja	1862-63.	101	0	0	5	0	0	1,532	5	4
Do. do. ...	Tullegaum ...	1862-63.	149	11	0	...	...	...	2,031	11	0
Do. do. ...	Morsee	1867-68.	97	0	0	...	...	...	785	2	1
WOON DISTRICT.											
English-Marathi school ...	Woon	1862-63.	153	0	0	...	...	...	2,933	4	9
Do. do. ...	Darwah	1862-63.	97	11	0	...	...	...	1,979	11	0
Do. do. ...	Digris	1866-67.	60	5	0	...	...	...	1,010	13	0
Do. do. ...	Nair	1866-67.	54	9	6	...	...	...	1,036	9	6
Do. do. ...	Yeotmahl ...	1865-66.	68	11	0	...	...	...	979	8	7
ELLICHPUR DISTRICT.											
English-Marathi school ...	Ellichpur Cantonment.	1864-65.	267	15	0	...	...	...	3,654	11	4
Do. do. ...	Do. City ...	1862-63.	122	5	0	...	...	...	1,992	11	5
Do. do. ...	Unjungaum ...	1867-68.	109	6	0	...	...	...	1,331	6	0
Do. do. ...	Dariapoor	1862-63.	76	5	0	...	...	...	1,015	15	8
Do. do. ...	Bablee	1866-67.	48	3	0	...	...	...	1,004	6	1
Hindustani-English school.	Ellichpur	1866-67.	66	14	0	...	...	...	1,036	9	10
		Total ...	5,098	1	0	5	0	0	78,276	14	0

TABLE No. III.—*(Concluded.)*

Middle Class in the Berars, for the year 1872-73.—*(Concluded.)*

17			18			19			20			21			22			23			24
Charges incurred during the year.									Excess of receipts over charges.			Excess of charges over receipts.			Monthly cost of educating each pupil.						Remarks.
Current.			Extraordinary.			Total.									Total cost.			Cost to Government.			
Rs.	A.	P.	Rs.	A.	P.	Rs	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
939	0	6	22	0	0	961	0	6	73	10	0	...	...	...	1	2	10	1	1	5	
960	0	0	20	2	0	980	2	0	61	14	6	...	...	...	1	12	5	1	10	7	
1,168	7	5	22	0	0	1,190	7	5	118	12	0	...	...	...	1	0	11	0	15	2	
960	0	0	22	0	0	982	0	0	80	5	0	...	...	...	1	1	11	1	0	5	
960	0	0	22	0	0	982	0	0	62	0	0	...	...	...	1	2	5	1	1	3	
1,774	12	4	202	0	0	1,976	12	4	182	11	0	..	...	...	1	6	0	1	1	11	
984	10	8	22	0	0	1,006	10	8	34	11	0	...	...	...	1	12	7	1	11	7	
791	9	9	21	10	0	813	3	9	58	3	0	...	...	...	1	3	11	1	2	4	
1,198	0	0	22	0	0	1,220	0	0	96	2	0	...	...	...	1	7	7	1	5	9	
1,404	5	4	22	0	0	1,426	5	4	106	0	0	...	...	...	1	5	2	1	3	7	
1,860	0	0	22	0	0	1,882	0	0	149	11	0	...	...	...	1	3	5	1	1	11	
666	2	1	22	0	0	688	2	1	97	0	0	...	...	...	0	9	3	0	8	0	
2,758	0	0	22	4	9	2,780	4	9	153	0	0	...	...	...	1	15	11	1	10	7	
1,860	0	0	22	0	0	1,882	0	0	97	11	0	..	...	...	1	11	3	1	9	10	
928	8	0	22	0	0	950	8	0	60	5	0	...	...	...	1	6	3	1	4	10	
960	0	0	22	0	0	982	0	0	54	9	6	...	...	...	1	4	2	1	3	0	
888	13	7	22	0	0	910	13	7	68	11	0	..	...	...	1	3	0	1	1	7	
3,353	12	4	33	0	0	3,386	12	4	267	15	0	...	...	...	1	14	6	1	12	1	
1,848	6	5	22	0	0	1,870	6	5	122	5	0	...	...	...	1	11	1	1	7	0	
1,200	0	0	22	0	0	1,222	0	0	109	6	0	..	...	...	0	14	11	0	13	7	
917	10	8	22	0	0	939	10	8	76	5	0	...	...	...	1	3	0	1	1	5	
934	3	1	22	0	0	956	3	1	48	3	0	...	...	...	1	8	2	1	7	9	
947	11	10	22	0	0	969	11	10	66	14	0	...	...	...	1	0	4	0	15	1	
71,828	3	3	1,345	9	9	73,173	13	0	5,103	1	0	...	...	...	1	7	9	1	5	11	

RICHARD E. CANDY,

Officiating Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDIX A.—

Statistical Return of Government schools of the

1	2			3			4	5	6	7	8
Name of Institution.	Where established.			During 1862-66.	During 1866-73.	Total number of schools.	Number of pupils on the rolls at the end of the year.				Average number of pupils on the rolls monthly.
	District.	Talook.		Schools established.			Hindoos.	Mahomedans.	Others.	Total.	
Village schools.	Akolah	Akolah	...	...	17	17	520	61	...	581	436
		Akote	...	...	23	23	724	63	...	787	708
		Balapore	...	...	13	13	253	105	...	358	330
		Khamgaum	...	...	11	11	265	37	...	302	202
		Julgaum	...	...	16	16	590	41	...	631	537
	Buldanah	Maiker	...	1	18	19	386	85	...	471	424
		Chicklee	...	...	22	22	529	142	1	672	584
		Mulkapore	...	...	21	21	566	146	...	712	592
	Bassim	Bassim	...	...	32	32	711	98	4	813	659
		Poosud	...	...	18	18	325	53	...	378	309
	Oomrawuttee	Oomrawuttee	...	...	19	19	589	154	11	754	712
		Chandore	...	...	21	21	650	35	1	686	504
		Mortizapore	...	...	10	10	291	89	...	380	331
		Moresee	...	...	15	15	567	79	...	646	604
	Woon	Woon	...	...	7	7	208	16	...	224	231
		Darwa	...	...	17	17	417	103	...	520	486
		Yeotmahl	...	...	8	8	254	36	...	290	210
	Ellichpur	Ellichpur	...	...	20	20	780	126	...	906	732
		Darriapore	...	...	15	15	471	38	...	509	352
		Mailghat	...	...	2	2	19	9	2	30	26
		Total	...	1	325	326	9,115	1,516	19	10,650	8,969

TABLE No. IV.

Lower Class in the Berars, for the year **1872-73.**

9	10	10-A	10-B	10-C	11	12	13	13-A	13-B	14
Average number of pupils attending daily.	Number of pupils on the rolls studying each language at the close of the year.				Monthly rate or rates of fees.	Receipts during the year.				
	English.	Marathi.	Sanskrit.	Hindustani.		Government.	Educational Cess.	Town Fund.	Proceeds of endowments.	Subscriptions and donations.
						Rs. A. P.	Rs. A. P.	Rs. A. P.	R. A. P.	R. A. P.
364	...	529	...	52	1 to 4	2,371 2 9	1,573 11 8	...	...	...
580	...	744	...	43	Annas.	4,340 8 7	2,632 6 2	...	...	...
274	...	259	...	99	„	2,027 6 3	1,599 3 0	...	...	...
165	...	267	...	35	„	1,369 12 10	978 6 1	...	...	...
418	...	597	...	34	„	4,806 15 7	893 11 3	...	...	...
317	...	382	...	89	„	3,335 1 2	2,739 13 6	...	...	...
453	...	535	...	137	„	4,621 1 10	2,221 3 6	36 0 0	...	...
503	...	606	...	106	„	2,384 9 8	2,477 1 4	33 0 0	...	...
543	8	737	...	76	„	6,374 7 0	1,742 5 1	...	...	...
229	...	333	...	45	„	2,735 2 1	934 13 3	...	...	...
571	12	593	...	161	„	5,347 1 10	1,934 15 3	180 0 0	...	...
482	4	663	...	23	„	2,901 10 8	2,796 4 4	...	...	...
263	6	305	...	75	„	1,760 2 8	1,335 7 9	...	...	...
479	10	583	3	63	„	4,046 3 8	1,830 7 7	...	...	...
185	...	224	...	...	„	1,417 9 10	977 8 1	...	...	...
355	...	433	...	87	„	3,041 6 5	1,406 12 0	...	...	...
165	...	268	...	22	„	1,405 10 8	648 2 8	...	...	...
589	...	823	...	83	„	4,688 10 11	1,420 13 4	...	...	...
276	...	478	...	31	„	1,293 0 0	1,529 14 4	...	...	...
22	...	30	...	...	„	502 0 0	...	...	...	...
7,233	40	9,389	3	1,261	...	60,769 12 5	31,672 14 2	249 0 0	...	...

APPENDIX A.—

Statistical Return of Government schools of the

1	2		15						16			17		
Name of Institution.	When established.		Receipts during the year.—*(Concluded).*									Charges in		
	District.	Talook.	Fees and Fines.											
			Fees.			Fines.			Total.			Current.		
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Village schools.—*(Concluded).*	Akolah ...	Akolah ...	384	1	0	...	...	...	4,328	15	5	3,761	12	5
		Akote ...	620	3	9	...	...	...	7,593	2	6	6,674	2	9
		Balapur ...	301	5	0	3	0	0	3,930	14	3	3,466	9	3
		Khamgaum ...	176	9	0	...	...	...	2,524	11	11	2,237	2	11
		Julgaum... ...	478	1	0	5	0	0	6,183	11	10	5,447	2	10
	Buldanah ...	Maikur	380	13	0	14	0	0	6,469	11	8	5,825	1	8
		Chicklee... ...	477	11	0	5	0	0	7,361	0	4	6,529	5	0
		Mulkapur ...	497	11	0	6	0	0	5,398	6	0	4,649	3	0
	Bassim ...	Bassim	595	12	6	10	0	0	8,722	8	7	7,754	12	1
		Poosud	254	5	0	42	0	0	3,966	4	4	3,499	1	4
	Oomrawuttee ...	Oomrawuttee ...	663	15	0	17	0	0	8,142	14	1	6,975	15	1
		Chandore ...	519	1	0	7	0	0	6,224	0	0	5,446	15	0
		Mortizapore ...	308	2	0	...	...	...	3,403	12	5	2,958	10	5
		Morsee	598	10	0	8	0	0	6,483	5	3	5,640	7	8
	Woon ...	Woon	245	14	0	2	0	0	2,642	15	11	2,296	7	11
		Darwa	381	11	0	8	0	0	4,837	13	5	4,254	6	5
		Yeotmahl ...	187	14	0	1	0	0	2,242	11	4	1,951	13	4
	Ellichpur ...	Ellichpur ...	635	4	0	...	...	...	6,744	12	3	5,843	8	3
		Darriapore ...	291	12	6	...	...	...	3,114	10	10	2,693	15	7
		Mailghat ...	20	13	0	...	...	...	522	13	0	480	0	0
		Total ...	8,019	8	9	128	0	0	1,00,839	3	4	88,386	8	11

TABLE No. IV.—(*Concluded.*)

Lower Class in the Berars, for the year 1872-73.—*(Concluded).*

18			19			20			21			22			23			24
curred during the year.												Monthly cost of educating each pupil.						
Extraordinary.			Total.			Excess of receipts over charges.			Excess of charges over receipts.			Total cost.			Cost to Government.			Remarks.
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
183	2	0	3,944	14	5	384	1	0	...	...	...	0	12	1	0	6	1	
298	12	0	6,972	14	9	620	3	9	...	...	...	0	13	2	0	7	0	
160	0	0	3,626	9	3	304	5	0	...	...	...	0	14	8	0	5	3	
111	0	0	2,348	2	11	176	9	0	...	...	...	0	15	6	0	7	11	
253	8	0	5,700	10	10	483	1	0	...	...	...	0	14	2	0	10	9	
249	13	0	6,074	14	8	391	13	0	...	...	...	1	3	1	0	9	3	
349	0	4	6,878	5	4	482	11	0	...	...	...	0	15	8	0	9	5	
245	8	0	4,894	11	0	503	11	0	...	...	...	0	11	0	0	4	2	
362	0	0	8,116	12	1	605	12	6	...	...	...	1	0	5	0	11	1	
170	14	0	3,669	15	4	296	5	0	...	..	...	0	15	10	0	10	9	
486	0	0	7,461	15	1	680	15	0	...	...	...	0	10	8	0	8	7	
251	0	0	5,697	15	0	526	1	0	...	..	...	0	15	1	0	6	3	
137	0	0	3,095	10	5	308	2	0	...	...	...	0	12	6	0	5	10	
236	3	7	5,876	11	3	606	10	0	...	...	...	0	13	0	0	10	3	
98	10	0	2,395	1	11	247	14	0	...	...	...	0	13	10	0	6	9	
193	12	0	4,448	2	5	389	11	0	...	...	...	0	12	2	0	7	3	
102	0	0	2,053	13	4	188	14	0	...	...	.	0	13	1	0	7	9	
266	0	0	6,109	8	3	635	4	0	...	...	..	0	11	1	0	7	4	
128	14	9	2,822	14	4	291	12	6	...	...	...	0	10	8	0	3	10	
22	0	0	502	0	0	20	13	0	...	...	...	1	9	9	1	8	8	
4,305	1	8	92,691	10	7	8,147	3	9	...	...	...	0	13	9	0	7	10	

RICHARD E. CANDY,
Officiating Director of Public Instruction,
Hyderabad Assigned Districts.

APPENDIX A.—

Statistical Return of Government Female schools

1	2	3	4	5	6	7	8
Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average number of pupils on the rolls monthly.
			Hindoos.	Mahomedans.	Others.	Total.	
Marathi Female school ..	Akolah City ...	1867-68	21	...	...	21	25
Hindustani do. ...	Do. ...	1867-68	...	22	...	22	25
Do. do. ...	Tajnapeith (Akolah)....	1867-68	...	21	...	21	22
Marathi do. ...	Balapore ...	1868-69	19	...	...	19	18
Do. do. ...	Khamgaum ...	1868-69	40	...	...	40	35
Do. do. ...	Julgaum ...	1868-69	24	...	...	24	22
Do. do. ...	Akote ...	1870-71	20	...	...	20	19
Hindustani do. ...	Dewulghat ...	1867-68	...	24	...	24	25
Marathi do. ...	Dewulgaum Raja ...	1867-68	39	1	...	40	35
Hindustani do. ...	Maiker ...	1870-71	...	33	...	33	35
Do. do. ...	Mulkapore ...	1867-68	1	29	...	30	38
Marathi do. ...	Bassim ...	1869-70	35	...	...	35	28
Do. do. ...	Oomrawuttee ...	1867-68	21	...	...	21	21
Hindustani do. ...	Do. ...	1867-68	...	25	...	25	24
Do. do. ...	Nandgaumpeith ...	1869-70	...	34	...	34	32
Do. do. ...	Karinja ...	1870-71	...	23	...	23	22
Do. do. ...	Talleygaum ...	1868-69	...	26	...	26	25
Marathi do. ...	Warood ...	1867-68	22	...	...	22	20
Do. do. ...	Woon ...	1867-68	36	...	...	36	37
Do. do. ...	Ellichpur Cantonment.	1867-68	34	...	...	34	30
Hindustani do. ...	Do. City, No. 1.	1868-69	...	40	...	40	29
Do. do. ...	Do. do. „ 2.	1872-73	1	36	...	37	34
Marathi do. ...	Darriapore ...	1867-68	25	...	...	25	24
Do. do. ...	Bablee ...	1867-68	22	...	...	22	23
Do. do. ...	Unjengaum ...	1868-69	17	...	...	17	30
	Total ..	...	377	314	...	*691	678

* Besides these there are

TABLE No. V.

in the Berars, for the year 1872-73.

9	10	10-A	10-B	10-C	11	12			13			13-A			13-B			13-C			14		
Average number of pupils attending daily.	Number of pupils on the rolls studying each language at the close of the year.				Monthly rate or rates of fees.	Receipts during the year.																	
	English.	Marathi.	Sanskrit.	Hindustani.		Government.			Educational Cess.			Municipal Funds.			Town Fund.			Proceeds of endowments.			Subscriptions and donations.		
						Rs.	A.	P.	R.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	R.	A.	P.	Rs.	A.	P.
13	...	21	...	...	...	178	8	0	...	...	...	178	8	0	...	...	...	...	...	...	...	...	...
21	...	...	...	22	...	172	8	0	...	...	...	172	8	0	...	...	...	...	...	...	...	...	...
20	...	...	...	21	...	178	8	0	...	...	...	178	8	0	...	...	...	...	...	...	...	...	...
10	...	19	...	...	...	172	8	0	...	...	...	172	8	0	...	...	...	...	...	...	...	...	...
28	...	40	...	...	...	172	8	0	...	...	...	...	...	...	172	8	0	...	...	...	...	...	...
16	...	24	...	...	...	172	8	0	...	...	...	172	8	0	...	...	...	...	...	...	...	...	...
13	...	20	...	...	...	...	...	...	...	...	...	...	...	...	284	0	6	...	...	...	...	...	...
15	...	...	...	24	...	172	8	0	...	...	...	...	...	...	172	8	0	...	...	...	...	...	...
20	...	40	...	...	...	190	8	0	...	...	...	...	...	...	190	8	0	...	...	...	...	...	...
27	...	...	...	33	...	168	10	0	...	...	...	...	...	...	168	10	0	...	...	...	...	...	...
21	...	...	...	30	...	172	8	0	...	...	...	...	...	...	172	8	0	...	...	...	...	...	...
12	...	35	...	...	...	135	1	6	...	...	...	...	...	...	135	1	6	...	...	...	...	...	...
14	...	21	...	...	...	214	8	0	...	...	...	214	8	0	...	...	...	...	...	...	...	...	...
19	...	...	...	25	...	232	8	0	...	...	...	232	8	0	...	...	...	...	...	...	...	...	...
21	...	...	...	34	...	172	8	0	...	...	...	172	8	0	...	...	...	...	...	...	...	...	...
20	...	...	...	23	...	178	8	0	...	...	...	...	...	...	...	...	...	...	...	...	178	8	0
20	...	...	...	26	...	178	8	0	...	...	...	...	...	...	...	...	...	...	...	...	178	8	0
11	...	22	...	...	...	172	8	0	...	...	...	...	...	...	...	...	...	...	...	...	172	8	0
18	...	36	...	...	...	147	6	10	...	...	...	147	6	10	...	...	...	...	...	...	...	...	...
23	...	34	...	...	...	191	0	0	...	...	...	191	0	0	...	...	...	...	...	...	...	...	...
21	...	...	...	40	...	142	8	0	...	...	...	142	8	0	...	...	...	...	...	...	...	...	...
24	...	...	...	37	...	162	8	0	...	...	...	162	8	0	...	...	...	...	...	...	...	...	...
14	...	25	...	...	...	172	8	0	...	...	...	172	8	0	...	...	...	...	...	...	...	...	...
14	...	22	...	...	...	172	8	0	...	...	...	172	8	0	...	...	...	...	...	...	...	...	...
22	...	17	...	...	...	235	4	0	...	...	...	235	4	0	...	...	...	...	...	...	...	...	...
457	...	376	...	315	...	4,258	14	4	...	...	...	2,717	10	10	1,295	12	0	...	...	...	529	8	0

32 girls attending boy's schools.

APPENDIX A.—

Statistical Return of Government Female schools

1	2	3	15								16		
			Receipts during the year. *(Concluded.)*										
			Fees and Fines.										
			Fese.			Fines.			Total.				
Name of Institution.	Locality.	When established.	Rs.	A.	P.	R.	A.	P.	Rs.		A.	P.	
Marathi Female school ...	Akolah City ...	1867-68	...	...	...	5	0	0	362		0	0	
Hindustani do. ...	Do. ...	1867-68	...	...	...	..	...	...	345		0	0	
Do. do. ...	Tajnapeith (Akolah)...	1867-68	...	...	...	...	...	...	357		0	0	
Marathi do. ...	Balapore ...	1868-69	...	...	...	...	...	...	345		0	0	
Do. do. ...	Khamgaum ...	1868-69	...	...	...	...	...	...	345		0	0	
Do. do. ...	Julgaum ...	1868-69	...	...	...	...	...	...	345		0	0	
Do. do. ...	Akote ...	1870-71	...	...	...	...	...	...	284		0	6	
Hindustani do. ...	Dewulghat ...	1867-68	...	...	...	...	...	...	345		0	0	
Marathi do. ...	Dowulgaum Raja ...	1867-68	...	...	...	...	...	...	381		0	0	
Hindustani do. ...	Maiker ...	1870-71	...	...	...	...	...	...	337		4	0	
Do. do. ...	Mulkapore ...	1867 68	...	...	...	...	...	...	345		0	0	
Marathi do. ...	Bassim ...	1869-70	...	...	...	...	...	...	270		3	0	
Do. do. ...	Oomrawuttee ...	1867-68	...	...	...	...	...	..	429		0	0	
Hindustani do. ...	Do. ...	1867-68	...	...	...	...	...	..	465		0	0	
Do. do. ...	Nandgaumpeith ...	1869-70	...	...	...	...	...	...	345		0	0	
Do. do. ...	Karinja ...	1870-71	...	...	...	...	...	...	357		0	0	
Do. do. ...	Talleygaum ...	1868-69	...	...	...	...	...	...	357		0	0	
Marathi do. ...	Warood ...	1867-68	...	...	...	...	...	...	345		0	0	
Do. do. ...	Woon ...	1867-68	...	...	...	...	...	...	294		13	8	
Do. do. ...	Ellichpur Cantonment.	1867-68	...	...	...	...	...	...	382		0	0	
Hindustani do. ...	Do. City, No. 1.	1868-69	...	...	...	...	...	...	285		0	0	
Do. do. ...	Do. do. „ 2.	1872-73	...	...	...	...	...	...	325		0	0	
Marathi do. ...	Darriapore ...	1867-68	...	...	...	...	...	...	345		0	0	
Do. do. ...	Bablee ...	1867-68	...	...	...	...	...	...	345		0	0	
Do. do. ...	Unjengaum ...	1868-69	...	...	...	...	...	...	470		8	0	
	Total...	...	...	...	...	5	0	0	8,806		13	2	

TABLE No. V.—*(Concluded.)*

in the Berars, for the year 1872-73.—(Concluded.)

17			18			19			20			21			22			23			24
Charges incurred during the year.															Monthly cost of educating each pupil.						
Current.			Extraordinary.			Total.			Excess of receipts over charges.			Excess of charges over receipts.			Total cost.			Cost to Government.			Remarks.
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A	P.	Rs.	A.	P.	Rs.	A.	P.	Rs	A.	P.	
324	0	0	33	0	0	357	0	0	5	0	0	...	...	...	1	3	1	0	9	3	
312	0	0	33	0	0	345	0	0	...	...	...	...	...	...	1	2	5	0	10	6	
324	0	0	33	0	0	357	0	0	...	..	.	...	...	...	1	5	8	0	10	9	
312	0	0	33	0	0	345	0	0	...	...	...	...	...	...	1	9	1	0	12	0	
312	0	0	33	0	0	345	0	0	..	...	...	...	...	...	0	13	2	0	6	7	
312	0	0	33	0	0	345	0	0	...	...	...	...	...	...	1	4	10	0	10	5	
251	0	6	33	0	0	284	0	6	...	...	...	...	...	...	1	3	11	.....			
312	0	0	33	0	0	345	0	0	...	...	..	...	...	...	1	2	5	0	10	6	
312	0	0	69	0	0	381	0	0	...	...	..	...	...	.	0	14	6	0	7	3	
312	0	0	25	4	0	337	4	0	...	...	..	...	...	...	0	12	10	0	6	5	
312	0	0	33	0	0	345	0	0	...	...	...	...	...	...	0	12	1	0	6	1	
249	3	0	21	0	0	270	3	0	...	...	...	...	...	...	0	12	10	0	5	7	
324	0	0	105	0	0	429	0	0	...	...	...	...	...	...	1	11	3	0	13	7	
312	0	0	153	0	0	465	0	0	...	...	...	...	...	...	1	9	10	0	12	11	
312	0	0	33	0	0	345	0	0	...	...	...	...	...	...	0	14	5	0	7	2	
324	0	0	33	0	0	357	0	0	...	...	...	..	...	.	1	5	8	0	10	9	
324	0	0	33	0	0	357	0	0	.	...	...	..	...	...	1	3	1	0	9	6	
312	0	0	33	0	0	345	0	0	...	...	...	...	...	...	1	7	0	0	11	6	
264	0	0	30	13	8	294	13	8	.	...	...	...	.	...	0	10	8	0	4	10	
312	0	0	70	0	0	382	0	0	...	...	.	...	...	...	1	1	0	0	8	6	
252	0	0	33	0	0	285	0	0	...	...	.	...	...	...	0	13	1	0	6	6	
277	0	0	48	0	0	325	0	0	...	...	...	...	...	...	0	12	9	0	6	4	
312	0	0	33	0	0	345	0	0	...	...	..	...	...	...	1	3	2	0	9	10	
312	0	0	33	0	0	345	0	0	...	...	...	...	...	...	1	3	0	0	10	0	
424	8	0	46	0	0	470	8	0	...	...	..	...	...	...	1	4	11	0	10	5	
7,705	11	6	1,096	1	8	8,801	13	2	5	0	0	...	...	.	1	1	4	0	8	5	

RICHARD E. CANDY,
Officiating Director of Public Instruction,
Hyderabad Assigned Districts.

APPENDIX A.—

Satistical Return of Government Normal

1	2	3	4	5	6	7	8	9	10	10-A	10-B	10-C	11	12			13			13-A			13-B		
			No of pupils on the rolls at the end of the year.						No of pupils on the rolls studying each language at the close of the year.					Receipts during											
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average No. of pupils on the rolls monthly.	Average No. of pupils attending daily.	English.	Marathi.	Sanskrit.	Hidustani.	Monthly rate or rates of fees.	Government.			Educational Cess.			Municipal Fund.			Proceeds of endowments.		
														Rs	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.
Normal school ..	Akolah..	1869-70	21	7		28	32	29	...	21	...	7	...	2,050	4	0	..	..	..	..	..	..	..	..	..

TABLE No. VI.

schools in Berars, for the year 1872-73.

14	15			16	17			18			19			20			21			22			23			24
the year.					Charges incurred during the year.															Monthly cost of educating each pupil.						
Subscriptions and donations.	Fees and Fines.			Total.	Current.			Extraordinary.			Total.			Excess of receipts over charges.			Excess of charges over receipts.			Total cost.			Cost to Government.			Remarks.
	Fees.																									
			Fines.																							
R. A. P.	R. A. P.		R. A. P.	Rs. A. P.	Rs. A. P.			R. A. P.			Rs. A. P.			R. A. P.			R. A. P.			R. A. P.			R. A. P.			
... ...	... ...		... ...	2,050 4 0	1,980 0 0			70 4 0			2,050 4 0			... ...			... ...			5 5 5			5 5 5			

RICHARD E. CANDY,

Officiating Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDIX A.—

Statistical Return of the Aided schools of the Lower Class

1	2	3	4	5	6	7	8
			Number of pupils on the rolls at the end of the year.				
Name of Institution.	Locality.	When established.	Hindoos.	Mahomedans.	Others.	Total.	Average number of pupils on the rolls monthly.
Free Church Mission school	Tajnapeith (Akolah) ..	1st May 1871 ...	49	4	7	60	55
Free Church Mission school	Oomrawuttee (Camp) ..	23rd June 1869 ..	43	2	1	46	38
		Total	92	6	8	106	93

TABLE No. VII.

in the Berars, for the year 1872-73.

9	10	10-A	10-B	10-C	11	12			13			13-A			13-B		
Average number of pupils attending daily.	Number of pupils on the rolls studying each language at the close of the year.				Monthly rate or rates of fees.	Receipts during the year.											
	English.	Marathi.	Sanskrit.	Hindustani.		Government.			Educational Cess.			Town Fund.			Municipal Fund.		
						Rs	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
49	9	60	...	...	3 Pies to 2 Annas..	.	...	...	..	...	...	259	4	6	...	.	...
31	10	46	.	...	1—2 and 4 Annas ..	...	..	...	...	..	...	240	0	0	...	...	.
80	19	106	...	..	...	..	...	...	...	..	...	499	4	6	...		.

APPENDIX A.—

Statistical Return of the Aided schools of the Lower Class in the

1	2	3	14			15						16		
			Receipts during the year.—(Concluded.)											
Name of Institution.	Locality.	When established.	Subscriptions and donations.			Fees and Fines.						Total.		
						Fees.			Fines.					
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Free Church Mission school	Tajnapeith (Akolah)... ...	1st May 1371 ...	471	12	8	19	4	9	...	..	..	750	5	11
Free Church Mission school ...	Oomrawuttee (Camp) ...	23rd June 1869 ...	474	0	0	17	1	0	...	..	.	731	1	0
		Total...	945	12	8	36	5	9	...	...	...	1,481	6	11

TABLE No. VII.—*(Concluded.)*

Berars, for the year 1872-73.—*(Concluded.)*

17			18			19			20			21			22			23			24
Charges incurred during the year.															Monthly cost of educating each pupil.						
Current.			Extraordinary.			Total.			Excess of receipts over charges.			Excess of charges over receipts.			Total cost.			Cost to Government.			Remarks.
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
341	4	5	262	13	4	604	1	9	146	4	2	...	...	...	0	14	8	...	...	...	
480	0	0	44	0	0	524	0	0	207	1	0	...	...	...	1	2	5	...	...	...	
821	4	5	306	13	4	1,128	1	9	353	5	2	...	...	...	1	0	2	...	...	...	

RICHARD E. CANDY,

Offg. Director of Public Instruction,

Hyderabad Assigned Districts.

APPENDIX A.—

Statement of Indigenous schools in

Division.	District	Talooka.	Name of Institution
WEST BERAR.	Akolah	Akolah ... . Akote ... ... Balapore ... ... Khamgaum ... ... Julgaum	INDIGENOUS SCHOOLS.
	Buldanah	Maiker ... ... Chicklee ... ... Mulkapore	
	Bassim	Bassim ... ... Poosud	
EAST BERAR.	Oomrawuttee	Oomrawuttee ... ... Mortizapore ... ... Chandore ... ... Morsee	
	Woon	Woon ... ... Darwah ... ... Yeotmahl	
	Ellichpur	Ellichpur ... . Darriapore	
			Total...

TABLE No. VIII.

the Berars, for the year 1872-73.

Marathi or Hindustani.	No. on the rolls during 1872-73 (monthly average.)	Average daily attendance during 1872-73.	Grants-in-aid given by Government.			Probable expenditure from all sources other than grants-in-aid by Government.			Remarks.
			Rs.	A.	P.	Rs.	A.	P.	
2 Marathi	49	...				59	1	6	
6 Do.	266	170				421	10	0	
10 Do.	247	191	6	0	0	298	3	0	
3 Do.	182	163				311	6	0	
2 Do.	105	86				254	8	0	
2 Hindustani	13	11	6	0	0	...	...	...	
5 Marathi	94	88	72	8	0	...	...	...	
5 Hindustani									
27 Marathi	435	407	204	8	0	...	...	...	
4 Do.	105	87	..	...	...	82	8	0	
4 Do.	...	...	...	...	...	...	...	...	
12 Do.	464	360	120	0	0	1,952	1	0	
4 Hindustani									
7 Marathi	116	95	..	...	...	661	8	0	
1 Do.	48	34	33	0	0	154	2	0	
7 Do.	121	95	36	8	0	895	12	0	
2 Do.	44	34				72	0	0	
5 Do.	81	72	74	0	0	93	0	0	
4 Do.	46	34				250	8	0	
17 Do.	535	463	105	0	0	702	11	0	
5 Hindustani									
8 Marathi	137	130	120	0	0	288	8	0	
1 Hindustani									
122 Marathi	3,093	2,520	* 777	8	0	† 6,497	6	6	
12 Hindustani									

* From the Educational Cess Fund.

† Fees, grains, &c.

RICHARD E. CANDY,
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Hyderabad Assigned Districts.